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ABSTRACT

A five-year, four-wave, longitudinal study of 2,788 youth from seven public and parochial, urban and suburban school systems in the southern tier of New York provided data, through survey questionnaires, for a comparative analysis of students entering two-year and four-year colleges, and students who terminated their formal education with a high school diploma. With a remarkable degree of consistency, two-year college entrants ranked more or less in the middle of a continuum bounded, on the upper end, by four-year college entrants, and, on the lower end, by those who only graduated from high school. Compared to the students entering the four-year college, two-year college entrants were of lower socioeconomic origin, lesser scholastic ability, and reported less peer/parental/high school influence to continue their education; were less likely during high school to have been in the college-preparatory curriculum, to have participated in extra-curricular activities, to have had high academic motivation, positive attitudes toward education, or a superior record of academic performance; were less positive about themselves as human beings; and were somewhat more critical about selected aspects of the social, economic, and political system while, at the same time, were less involved or sympathetic toward those seeking systemic changes. (JDS)

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THE TWO-YEAR COLLEGE ENTRANT: COMPARISONS WITH THE HIGH SCHOOL GRADUATE AND WITH THE FOUR-YEAR COLLEGE ENTRANT

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INTRODUCTION

Within one human generation the two-year community college has emerged as a substantial force within American higher education. In the decade of the 1960's alone, the number of community colleges doubled while the number of students in those colleges almost quadrupled.[1] These students, more correctly, a geographically and temporally defined sample of these students, are the subject of this report. Part of our interest in these students is descriptive. Part of our interest is predictive. Descriptively, from a longitudinal study of some 2,788 individuals which spans the period from ninth grade to the first year after the twelfth grade we employ data to develop an in-depth, over-time, multi-dimensional profile of the community college student in the comparative context of, on the one hand, the high school graduate who does not seek further education, and, on the other, the four-year college student, the individual who enters a college or university immediately after completing high school.

Predictively, we select from among those variables used in the descriptive profile a set which is employed in a regression analysis to account for the variance that is generated among individuals by virtue of their pursuing varied educational careers after high school. And, we select another set of variables which is employed in a discriminant analysis to assess the accuracy with which two-year college entrants can be distinguished from high school graduates and from four-year college entrants both as late as the twelfth grade and as early as the ninth grade.

Data for this report are from a longitudinal study of 2,788 individuals from seven urban and suburban, public and parochial school systems in the southern tier region of New York. These individuals were first surveyed in the spring of 1967 as ninth grade students. Questionnaires were again administered in the spring of 1968 to these same individuals as tenth grade students and again in the late spring of 1970 to these same individuals as twelfth grade students. During the winter and spring of 1970-71, mail questionnaires were sent to all individuals who had participated in the ninth grade survey in 1967. Replies were received from 88 percent of the initial panel of 2,788. The descriptive profile and the discriminant analyses are based on data from those 1,885 individuals who participated in the ninth grade and in the twelfth grade surveys and who, according

to their responses to the post-high school survey, completed the twelfth grade and either sought no further formal education or entered a two-or-a-four-year college. The regression analysis uses data from all available cases from each of the four surveys.

Quantitatively and qualitatively, there are compelling reasons to study the two-year college student. Quantitatively, community-college students have grown from numbers of little consequence to numbers of considerable consequence. Three years after World War II, less than two hundred thousand students were enrolled in the nation's two-year public colleges.[2] Thirty years after World War II, almost two million students were enrolled in the nation's two-year community colleges.[3] If we chart that growth a bit more precisely, we find that in 1960 there were three and a half million individuals enrolled for degree-credit in all institutions of higher education, of whom 451 thousand or 13 percent were in two-year institutions. In 1965, total degree-credit enrollment in higher education had risen to five-and-a-half million with 841 thousand or 15 percent in two-year colleges. By 1970, total degree-credit enrollment in the nation's institutions of higher education had increased to almost eight million, more than a million-and-a-half of whom or 21 percent were in two-year colleges. As of 1975, the National Center for Educational Statistics put total degree-credit enrollment in higher education at 8.7 million with just under 2 million of those students or 24 percent of those students pursuing their studies in two-year community colleges.[4] In the fifteen year period from 1960 to 1975, total degree-credit enrollment in all of higher education jumped by a factor of 2.42 but that in the nation's two-year colleges jumped by a factor of 4.40!

In New York state, a leader in public higher education and in the expansion of community colleges and the state location for our data, 55 of every 100 high school graduates went on to some form of higher education in 1975. Twenty-four of each 100 entered a four-year college, 27 in every 100 entered a two-year college. In Broome County, the regional location for our data, 52 of every 100 public high school graduates of the class of 1975 continued their education beyond high school. Sixteen of every 100 entered a four-year college. Thirty-three in every 100 entered a two-year college.

Qualitatively, the community college and the community college student are often depicted in terms other than the superlative. The emergence of the institution itself has been attributed to the need for an alternative to, a substitute

for, the four-year college. With the increasing demand for higher education following World War II, four-year colleges sought to preserve their reputation for excellence through the use of admission standards that had the effect of excluding large numbers of those seeking a college education. Instead, to cope with the rising demand for higher education, the structure of higher education itself was vertically differentiated with the creation of an institution midway, as it were, between the high school and the four-year college: the community college. This was the institution that was to accept those individuals whose motivation for higher education often exceeded their ability and their aptitude for a four-year degree.[5]

Inasmuch as the community college occupies a position of prestige in the academic pecking order somewhere above that of the high school but definitely below that of the four-year college, it follows that the compositional characteristics of its student body may also fall somewhere above those of individuals who graduate from high school but go no further but below those of individuals who enter a four-year college.

Available data[6] do indeed indicate that in comparison with students at four-year institutions, students at two-year institutions are:

1. "lowest in terms of social class; they have the fewest children of professionals and managers . . . and the most blue-collar workers . . . . Private universities, the most prestigious of the categories and the one linked most closely to graduate and professional schools, have the highest social composition. . . ."

2. From lower income families. Data from a nationally representative American Council on Education study for 1971 reveal that "Over one-quarter of all community college-students are from relatively low-income families (under $8,000) compared with about 11 percent at private universities. Affluent students (over $20,000) comprise 12 percent of the student body at community colleges but over 40 percent at private institutions. The four-year public colleges show income distributions between community colleges and private universities.

3. From comparatively more poorly educated parents. "American Council on Education data for 1966 show that the proportion of students whose fathers graduated from college ranges from 15 percent at community colleges to 72.6 percent at elite institutions (colleges with average Scholastic Aptitude Tests over 650). Over one third of public two-year college students have fathers who did not graduate from high school compared with less than 5 percent at elite colleges."

4. Characterized by "substantially less measured academic ability than their four-year counterparts although there is a great diversity in academic quality among junior college students."

In the first section of this report where we compare and contrast the two-year college student with the entrant to the four-year college, at one extreme, and with the high school graduate, at the other, we go far beyond the basic descriptive parameters of class origins and scholastic ability. We include those basic dimensions, of course. But we also include descriptive measures of the educational environment of the family, of the individual's progress through high school, and of the individual's conception of self and attitudes toward selected aspects of the American political and social system.

As we proceed into the analytical sections of this report, we are aware that the universality of findings, especially those of the descriptive profile, are tempered by the geographically specific source of our data. That deficiency, however, is partially compensated for by the richness of our findings, especially those of the descriptive profile which is derived from the longitudinal nature of this study, spanning as it does the period from the ninth through the twelfth grades and one year beyond.

A DESCRIPTIVE PROFILE OF THE COMMUNITY COLLEGE STUDENT

The Concept of Education as a Continuum

In several identifiable ways, the two-year community college as an institution falls somewhere between the four-year college and the high school. Informal observation suggests that in its control structure the community college is somewhat less authoritarian vis a vis both students and faculty than is the high school but more authoritarian than the four-year college. In many community colleges, academic departments tend to be more independent and influential than they are in most high schools but they certainly are not the bastions of autonomy so characteristic of departments at many four-year colleges. Faculty in the community college have more freedom and liberty than do many high school teachers but not nearly as much as do most faculty at four-year institutions. Another dimension for comparison is the degree status of the faculty at two-year colleges. Generally, the proportion of a community college faculty with advanced degrees, especially with the Ph.D., exceeds that of the high school but falls far short of that of the four-year college. Indeed, concern among administrators at two-year colleges over hiring too many faculty with Ph.D.'s is not unknown lest the character of the institution shift from teaching to research and from one of administrative

dominance to one of increasing faculty power. Finally, because students in the community college are mostly older youth and adults whose moral and political values are beyond the impressionistic and formative stage, because community college students tend to come from a larger geographical area, and because most community colleges rely for their revenue upon state, regional or county, and student sources, these two-year institutions tend to be subject to less parent and community interference than do most high schools although they are less well insulated in this regard than are most four-year colleges. On several dimensions, then, as institutions, two-year community colleges can be located on a continuum above the high school but below that of the four-year college.

But, can the students who enter the community college also be placed on a continuum which, on educationally relevant variables, ranks them above those who only graduate from high school but below those who enter a four-year college? On variables that predict educational attainment, does the two-year college student rank above the student who enters the labor market after completing high school but below the student who enters a four-year college? And, on such measures, is the two-year college student located more closely to the four-year college student than he is to the individual who graduates from high school and then enters the labor market? Are there variables, other than those most commonly used to predict educational attainment, along which these three categories of students can be differentiated? Certainly, we would expect differences between these three groups of students along the axes of social class, scholastic ability, and high school academic performance. But would we also expect differences between these three groups along such axes as early educational ambition, high school curriculum location, attitudes toward education, and self esteem? And would we anticipate finding those differences as early as the ninth grade of high school?

Given the findings of Bachman's comparative analyses of high school drop-outs with high school stay-ins and with college (four-year) entrants, our answer would be yes. Of the concept of an educational continuum based on the number of years of formal schooling attained, but with primary reference to high school drop-outs, stay-ins, and four-year college entrants, and with no reference to community college students, Bachman writes:

> At the most general level the treatment of educational attainment as a continuum assumes that most factors which relate to dropping out of high

> school also relate, in an opposite direction, to extending one's education beyond high school. We have argued that such an approach is conceptually plausible. And it is obviously parsimonious. The question remains: does such a continuum of educational attainment hold up at the empirical level--does it fit the data?

For high school drop-outs, stay-ins, and four-year college entrants, Bachman's finding is that the concept of a "continuum of educational attainment" does "hold up at the empirical level." In our report, a scarcity of high school drop-outs requires that we move the lower anchorage point on that continuum up to that of the high school graduate. We retain, of course, the upper anchorage point--the four-year college entrant. What we propose to do is to assess, empirically, whether the concept of the continuum of educational attainment continues to "hold up at the empirical level" when we attempt to place on that continuum a third point, one that may lie somewhere between the lower and the upper anchorage points, the two-year college entrant.

Procedure

We have already described the source of our data: a five-year, four-wave, longitudinal study of youth from seven public and parochial, urban and suburban school systems in the southern tier of New York. The initial survey was conducted in the spring of 1967 when this cohort was in the ninth grade. About 95 percent of all ninth-grade students were accounted for thus yielding 2,788 survey questionnaires. Subsequent in-school surveys were done in the spring of 1968 and in the spring of 1970. During the winter and spring of 1971, six to nine months after most of these individuals had left high school, a survey questionnaire was sent through the mails to each student who had participated in the grade nine survey of 1967. Repeated mailings resulted in a completion response rate of 88 percent. The descriptive profile is based on those 1,855 individuals who participated in the grade nine survey in 1967 and in the grade twelve survey in 1970 and who, according to their own responses to the post-secondary follow-up survey in 1971, graduated from high school in June of 1970.

For the profile analysis, each individual is placed into one of three educational groups on the basis of his or her response to the follow-up questionnaire:

1) an entrant to a four-year college (hereinafter referred to as four-year college entrants or students), 2) an entrant to a two-year college (hereinafter referred to as two-year college entrants or students), or 3) a person who completed high school but who was not pursuing any kind of formal education during the following year (hereinafter referred to as high school graduates). Within each of these three categories of students, summary measures are then computed for each of the variables used in constructing the descriptive profiles.

Variables

Six sets of variables are used to construct the descriptive profiles of two-year college students, four-year college students, and high school graduates: 1) background measures -- a) social class as indicated by the occupation of the father and by the education of the father and of the mother[8] and b) scholastic ability, indicated by scores from the Otis and California Mental Maturity tests; 2) measures of parental educational influence -- a) an index of the student's perception of the degree to which the parents stressed or emphasized his or her continued education beyond high school, measured in grades nine and twelve,[9] b) the student's report of whether in the home it was "taken for granted" that he or she would continue education beyond high school, measured in grades nine and twelve;[10] 3) school process indicators -- a) curriculum location, grades nine and twelve,[11] b) time spent on homework, grades nine and twelve,[12] c) peer educational influence, measured as the number of close friends, out of three, whom the student reports have intentions for college, grades nine and twelve,[13] d) participation in extra-curricular activities, grades nine and twelve,[14] e) educational ambition of the student in grade nine, f) educational decision of the student in grade twelve,[15] g) student's report of his or her reputation with the teacher for school work and for behavior, grade twelve.[16] h) the student's self report of how good a student he or she wants to be in comparison with classmates (academic motivation), grade twelve,[17] i) student's report of the educational encouragement he or she received during the twelfth grade from the teacher, and from the guidance counselor,[18] and j) cumulative grade point average, grades nine, ten, and eleven (academic achievement);[19] 4) attitudes toward or values for education, grades nine and twelve;[20] 5) self-esteem using the indicators from Rosenberg's scale of adolescent self-

esteem, grades nine and twelve,[21] and 6) student attitudes toward the U.S. social and political system.[22]

Profiles: Social Class and Scholastic Ability

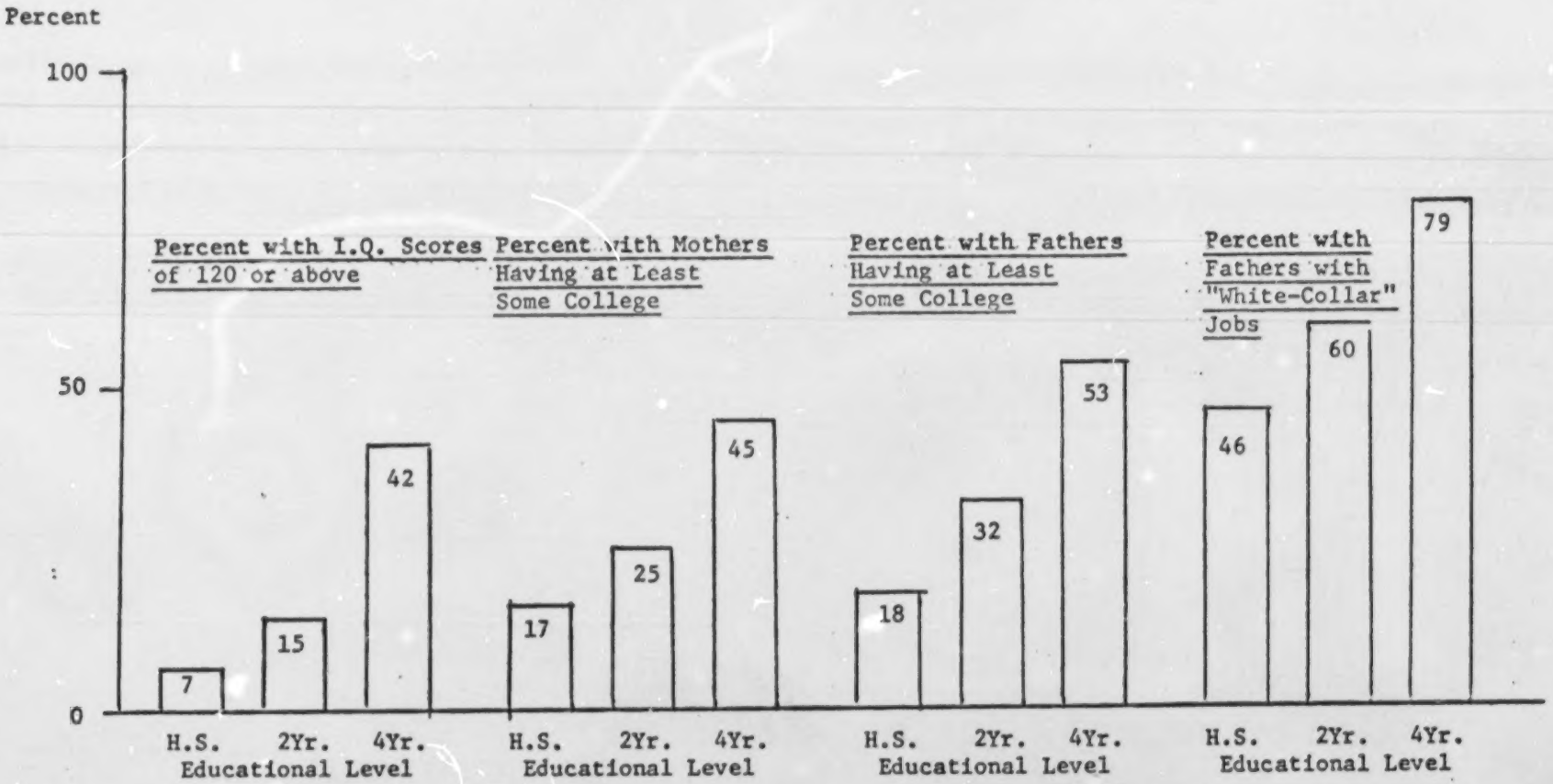
Social class, usually indicated by the occupational and educational attainments of parents, and scholastic ability, usually indicated by I.Q. scores, are two of the basic explanatory variables used in most studies of educational attainment. Both have positively predicted college entry when, as in most studies, college was defined as a four-year institution. There is evidence, some of which we cited earlier, to indicate that social class and ability is also related to entry into a two-year college with those students falling somewhere between individuals who complete their schooling with the high school diploma and those who go on to enter a four-year college.

Our data offer no surprises in regard to the class and ability characteristics of two-year college students. Figure 1 illustrates that sixty percent of the 693

Figure 1 here

students who entered a two-year institution in the fall of 1970 came from homes where, on the Hollingshead occupational metric,[23] the father could be classified as having a "white-collar" job. Among the 546 high school graduates, that percentage was 46, some 14 points less while among the 616 entrants to a four-year college that percentage was 79, some 19 points more. Thirty-two percent of the two-year college students had fathers with at least some college education, 14 points more than the 18 percent characteristic of the high school graduates but 21 points less than the 53 percent characteristic of the four-year college entrants. Respective percentages for those with mothers having at least some college education are 25 for the two-year student, 17 for the high school student, and 45 for the four-year college student. When ranked by scholastic ability, the mean I.Q. level of students in two-year colleges was 110, five points above that of those who only graduated from high school but seven points below that of those who entered a four-year college. Although mean I.Q. scores place the two-year student just slightly closer to the high school graduate than to the four-year college entrant, a shift of the criterion to those with I.Q. scores more than one standard

Figure 1. Background Differences between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



deviation above the grand mean finds 15 percent of the two-year college students with scores of 120 or more, 7 percent of the high school graduates with scores of 120 or more, but 42 percent of the four-year college students with scores of 120 or more.

Overall, two-year college students tend to resemble high school graduates just a bit more than they do the four-year college students in terms of their social class or origin and their scholastic ability.

Profiles: Parental Educational Influence

As indicators of the influence parents bring to bear on their children to enter college, we asked each of our respondents in both the ninth and in the twelfth grades to indicate: 1) how much stress or emphasis they felt each parent placed on their continuing their education beyond high school, and 2) whether, in their home, they regarded their continued education beyond high school as virtually "taken for granted."

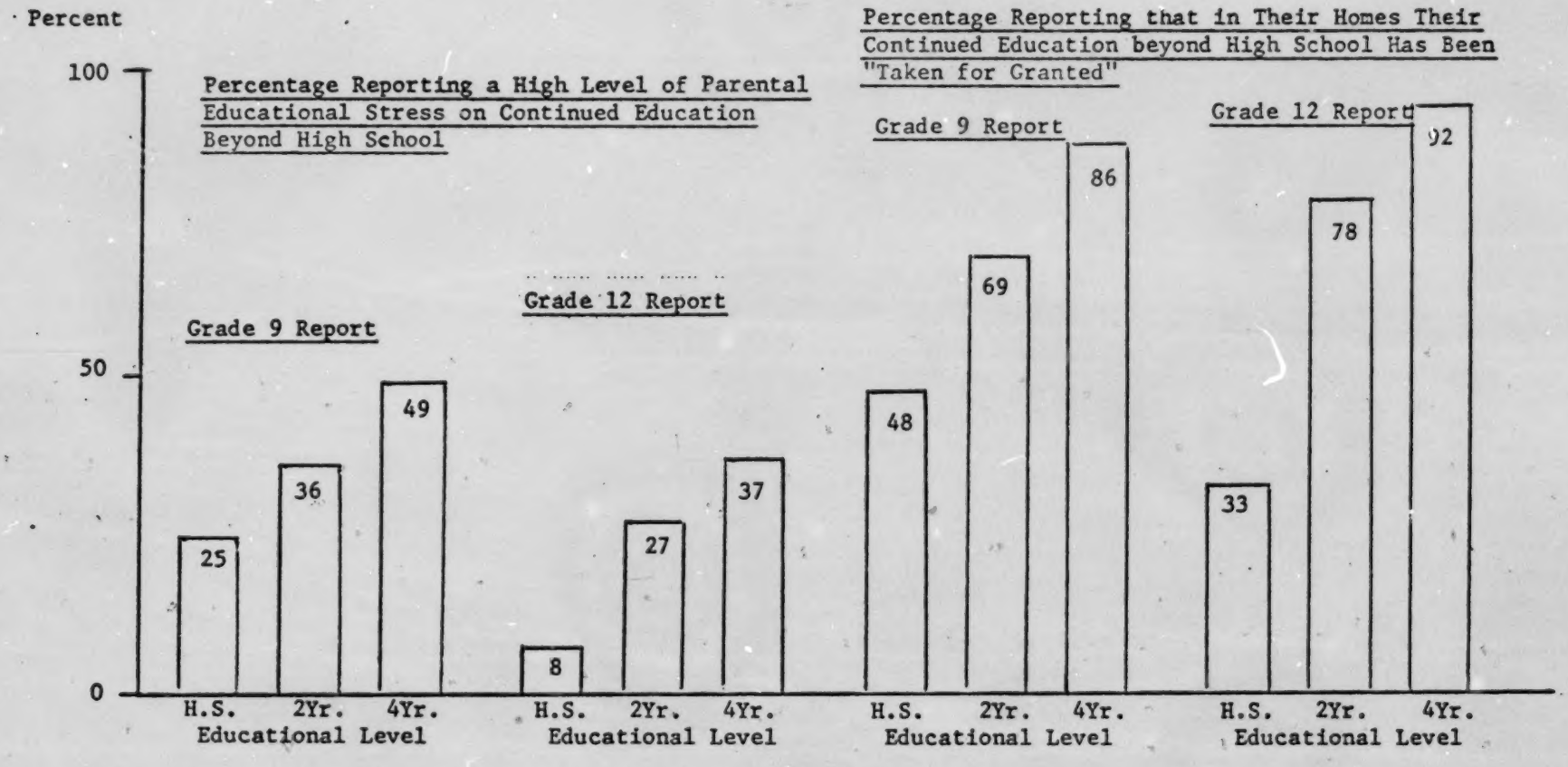
During the final two months of the ninth grade, as Figure 2 illustrates those

Figure 2 here

students who would enter a two-year college after completion of high school were almost square in the middle of the continuum, virtually equidistant between those who would enter a four-year college and those who would but graduate from high school. Thirty-six percent of the two-year college students reported a high level of parental stress on continued education, 13 points lower than the 49 percent of the four-year college students reporting that level of stress and 11 points higher than the 25 percent of the high school graduates who reported that same level of educational stress from their parents. As ninth grade students, 69 percent of those who would enter a two-year college regarded their continued education beyond high school as "taken for granted," 17 points fewer than the 86 percent of those who would enter a four-year college but 21 points more than the 48 percent of those who would just graduate from high school who reported that in their homes, some form of continued education beyond high school was taken for granted.

During the final month or so of the twelfth grade, students who were to enter a two-year college the following year were more like their four-year college

Figure 2. Parental Educational Influence Differences between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



counterparts than their high school graduating peers vis a vis these two indicators of parental influence. A high level of parental stress on continued education was reported during the twelfth grade by 27 percent of the two-year college students, 10 points less than the proportion of four-year college students who reported a high level of educational stress but 19 points more than the proportion of high school graduates who reported a high level of educational stress. Continued education beyond high school was regarded as "taken for granted" by 78 percent of the would-be two-year college students, by 92 percent of the soon-to-be four-year college students (a difference of 13 percentage points) but by only 33 percent of the soon to be high school graduates (a difference of 45 percentage points).

As students progress through their high school careers, then, it appears that those destined to continue their education beyond high school, whether it be to a two or four-year college, experience progressively more similar educational influence from their parents, a perception which moves them farther away from those individuals who will complete high school but continue their education no farther.

Profiles: School Process Measures

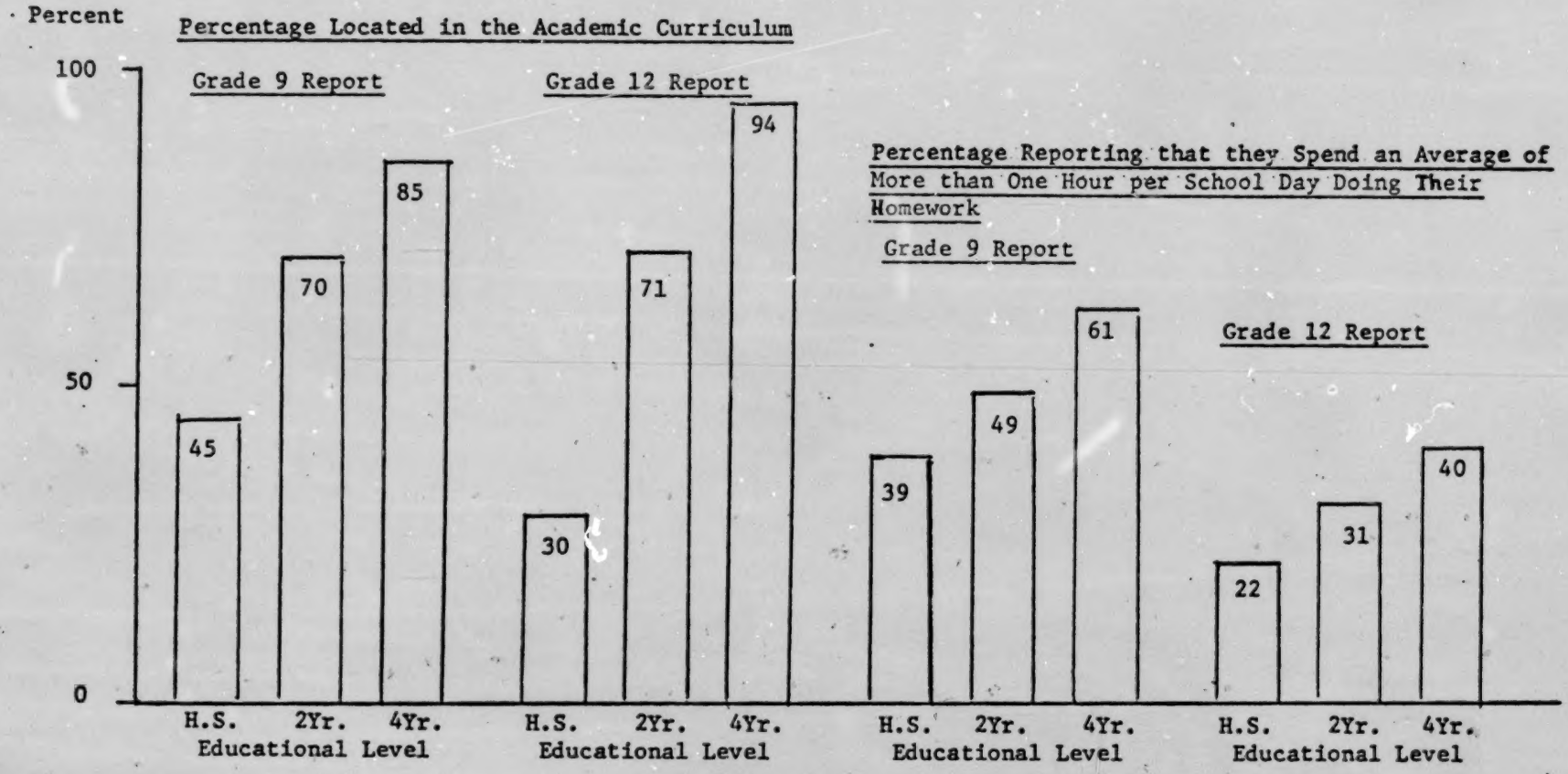
Curriculum Location:

Given the admission requirements imposed by most four-year institutions, it is not surprising to find as Figure 3a illustrates that as ninth grade students

Figure 3a here

85 percent, and as twelfth grade students 94 percent, of all future four-year college entrants reported themselves as being in the academic program. Even with admission policies that ensure entry to almost any high school graduate, most two-year college students had been in the academic program in the ninth grade (70 percent) and in the twelfth grade (71 percent). By contrast, individuals who would only graduate from high school were less likely to have been in the academic program in the ninth grade (45 percent) and least likely to have been in the academic program in the twelfth grade (30 percent).

Figure 3a. Curriculum Location and Homework Time Differences between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



Time spent doing homework:

In both ninth and twelfth grades, the amount of time a student reports spending on homework corresponds closely with the educational activity in which that student will be engaged during the first year following the completion of high school. As ninth graders, 49 percent of those individuals who would enter a two-year college reported spending more than an hour, on the average, doing their homework, ten points more than the 39 percent of those who would just graduate from high school but twelve points less than the 61 percent of those who would be entering a four-year college. By the end of the twelfth grade, an hour or more of homework time per evening was reported by 31 percent of those who would soon be entering a two-year college, 9 points more than the 22 percent among high school graduates and 9 points less than the 40 percent among the soon-to-be four-year college students. We presume that the overall drop in the percentage of students reporting spending more than one hour on homework from a mean of 50 percent in grade nine to a mean of 31 percent in grade twelve may be due to the fact that this variable was measured in the final month or so of the senior year, a time during which, for all intents and purposes, most school work of any rigor has long been completed.

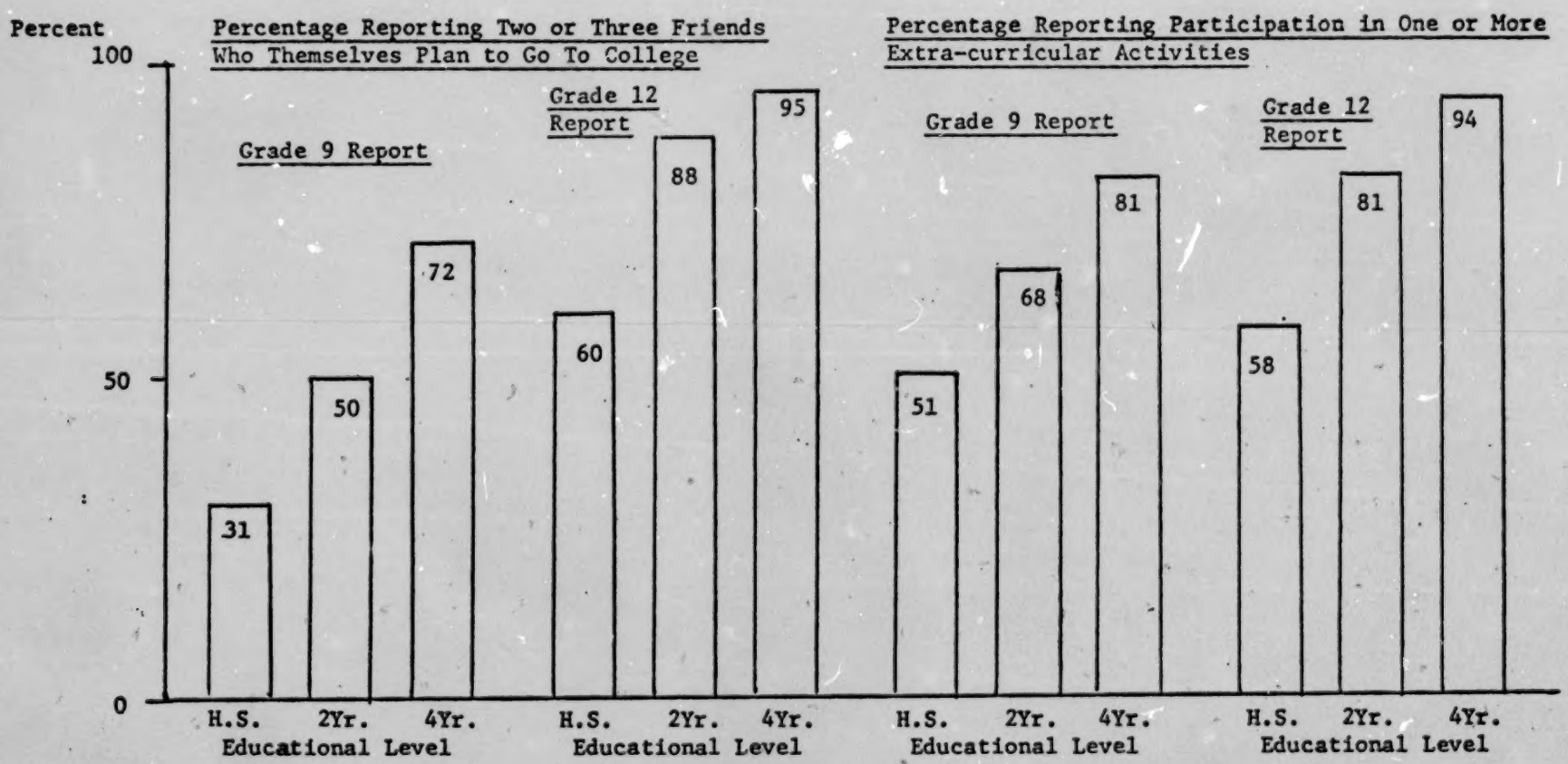
Number of friends with college intentions:

Often used as an indicator of the extent to which a student is subject to influence from peers to continue education beyond high school, we find that the number of college-bound friends a student has corresponds to his or her educational activity during the first year following the completion of high school. In the ninth grade, (see Figure 3b) 50 percent of those students who would enter a two-

Figure 3b here

year college reported that among their three closest friends, two or three themselves had plans for college. Similar reports came from 31 percent of those who would just graduate from high school but from 72 percent of those who would enter a four-year college. By the end of the senior year, 88 percent of those who would soon enter a two-year college reported having two or three of their closest friends

Figure 3b. Peer College Influence and Extra-curricular Activity Participation Differences between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



college-bound, almost as high as the 95 percent of those who would soon enter a four-year college and considerably more than the 60 percent of those who would graduate from high school who also claimed between two and three close friends with college plans.

Participation in extra-curricular activities:

Participation in some kind of school activity has long been considered by parents, students, teachers, and counselors alike as an asset in admission to a four-year college. Eighty-one percent of those students who would enter a four-year college reported participating in one or more extra-curricular activities in the ninth grade and 94 percent reported such participation in the twelfth grade. Would-be entrants to a two-year college participated somewhat less: 68 percent in the ninth and 81 percent in the twelfth. Those who would just graduate from high school had the lowest rates of participation: 51 percent in the ninth grade and 58 percent in the twelfth grade. The reader will note the tendency for the participation rate of those who would enter a two-year college to move upward toward that of the four-year college entrant, grade nine to grade twelve.

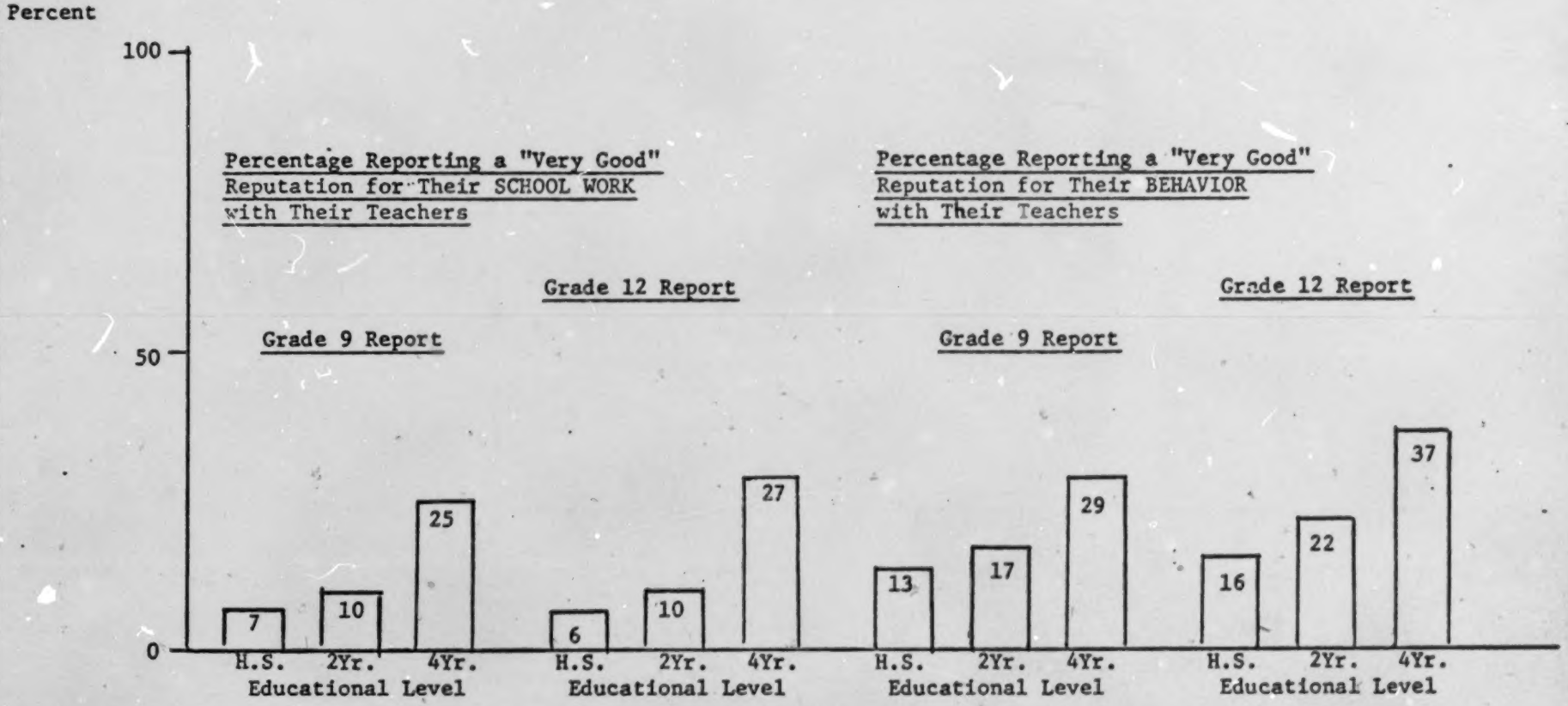
Reputation with teachers:

In both the ninth and twelfth grades, students were asked to indicate the kind of reputation they believed they had with their teachers for their school work and for their behavior or deportment. Five response alternatives were provided, ranging from "very good" to "fair" to "very poor." Whether in grade nine or in grade twelve, students who would enter the two-year college saw themselves more as did those who would but graduate from high school than as did those who would enter a four-year college. As Figure 3c illustrates, only 10 percent of the two-year college students believed that they had a "very good" reputation

Figure 3c here

for school work with their teachers in either grade nine or in grade twelve. As ninth graders, 25 percent of the four-year college students believed that their reputation for school work with their teachers was "very good," a percentage that rose to 27 points in grade twelve. Among those who would eventually graduate from

Figure 3c. Student Reports of Teacher Evaluation of Their Reputations for School Work and for Behavior: Differences between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



high school but go no further, less than 7 percent saw themselves as enjoying a "very good" reputation for their school work with their teachers, either in the ninth or in the twelfth grade.

As to a reputation for behavior, 17 percent of the two-year college students as ninth graders and 22 percent as twelfth graders saw themselves as enjoying a "very good" reputation with their teachers. This is some 12 to 15 points below that of the ninth and twelfth grade reputations reported by four-year college students: 29 and 37, respectively; but it is only 4 to 6 points above that reported by high school graduates, grades nine and twelve; 13 and 16 percentage points, respectively. At least in terms of their school work and their behavioral conduct, students who will enter a two-year college see themselves in the eyes of their teachers more as do those who will just graduate from high school than as do those who will enter a four-year college.

Ambitions and decisions for college:

For more than a decade researchers have seldom distinguished between the educational goal expressed by the student early on in high school, say in the ninth or tenth grade, from that expressed by the student later on in high school, say in the twelfth grade. Recently, several social scientists have called attention to a potentially real difference in the meaning of such a goal statement, depending upon whether it was measured early on or later on.[24] An educational goal expressed, say, in the ninth grade, is likely to contain a larger motivational component than is a goal expressed, say, in the twelfth grade. A goal expressed in the twelfth grade, particularly if it is expressed toward the end of the twelfth grade, is likely to represent the actual decision of the student to enter a four-year college, a two-year college, or to seek employment. By the end of the twelfth grade, most students who have had any intention of continuing their education, have made the necessary applications to schools and have received their notices of acceptance or rejection. Consequently, we refer to our measure of student educational goal orientation made in the ninth grade as an educational ambition. The measure we have made toward the very end of the twelfth grade we refer to as an educational decision.

Wide differences in both educational ambitions and in educational decisions separate our three groups of students. At the end of the ninth grade, ambivalence

born perhaps of uncertainty characterized those who would later enter the two-year college. Forty percent did express an ambition to enter a two-year college. But, as Figure 3d illustrates, 50 percent expressed an ambition to enter a four-year

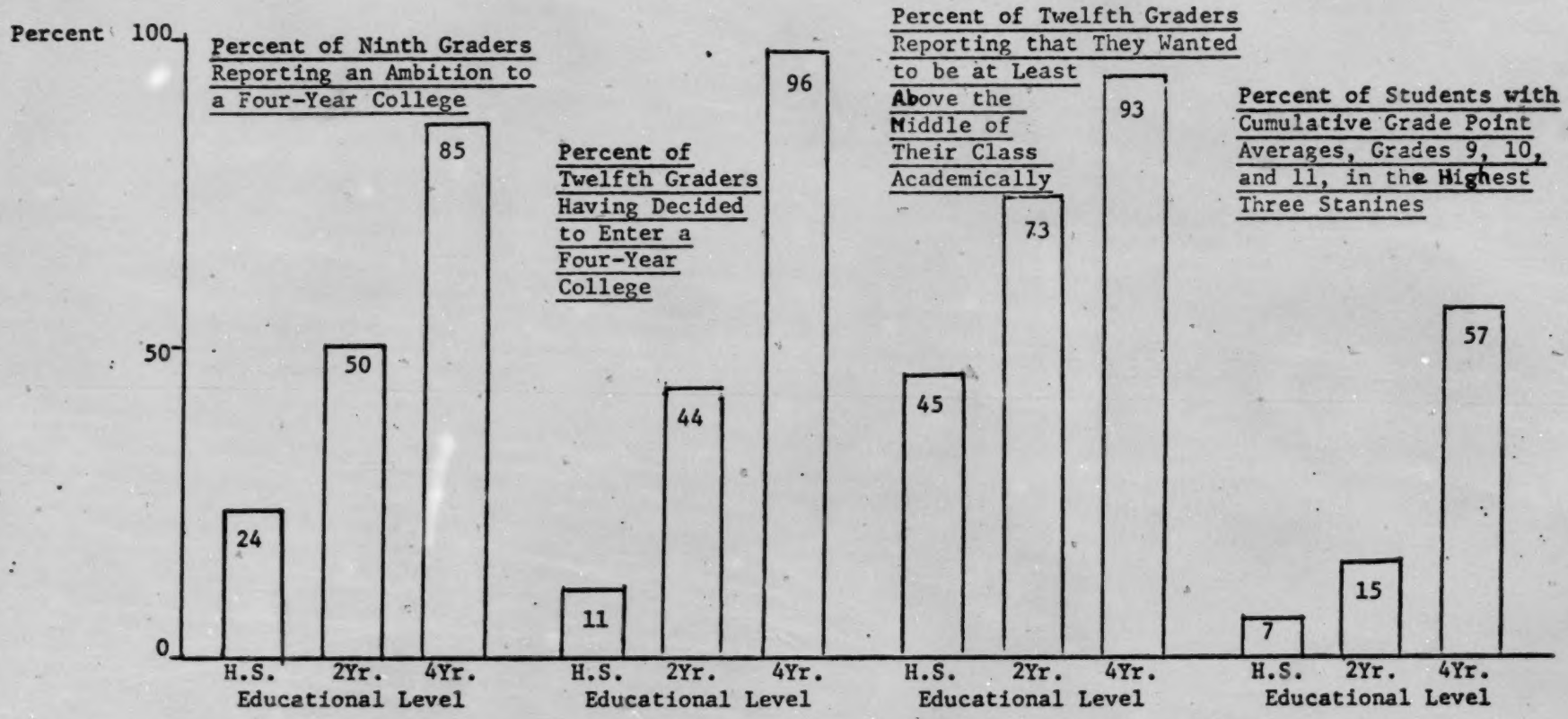
Figure 3d here

college. In contrast, decisiveness characterized those who would later enter a four-year college: as ninth graders, 85 percent expressed an ambition to enter a four-year college, only 12 percent expressed an ambition to enter a two-year college. Among individuals who would only graduate from high school, an ambition to enter a four-year college was expressed by 24 percent; an ambition to enter a two-year college was expressed by 41 percent. Judged by their actual educational behavior four years later, most students who enrolled in a four-year college after the twelfth grade had ambitions in the ninth grade commensurate with that educational objective. More than a third of the students who enrolled in a two-year college or who did not continue their education beyond high school, by contrast, had ambitions that exceeded their actual level of enrollment the year following graduation. Of course, students can use the two-year college as a springboard to a four-year college and possibly it was that ambition which explained the four-year college goal expressed by 50 percent of those who were to enter the two-year college. The probability is high, however, that for many, those elevated ambitions will never be fulfilled.[25]

By the end of the twelfth grade, when educational ambitions have become educational decisions, 96 percent of those who are about to enter a four-year college have made the decision to do just that! Of those who are about to enter a two-year college, only 53 percent have so decided by the end of the twelfth grade; another 44 percent still believing that they will achieve entry into a four-year college education. Finally, among those who are about to graduate from high school and then enter the labor market, 42 percent report employment as their decision by the end of the twelfth grade but another 47 percent report their decision to enter into a two-year college while another 11 percent said that they had decided to achieve entry into a four-year college.

Based on our measures of both educational ambitions in the ninth grade and on educational decisions in the twelfth grade, among students who do matriculate into a two-year college there are many, about half, who have had either the motivation

Figure 3d. Ninth Grade Four-Year College Ambitions, Twelfth Grade Four-Year College Decisions, Twelfth Grade Academic Motivation, and Cumulative Grade Point Average: Differences between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



or the plan to go beyond an Associate of Arts or Science degree. If Karabel's generalization of 1972 has any pertinence to our sample, class of 1970, that "no more than half of the over 70 percent of community college students who aspire to a bachelor's degree upon entrance transfer to a four-year institution,"[26] then either the community college must "cool out," to use Burton Clark's now famous expression,[27] those individuals by persuading them to accept less schooling than many would otherwise appear to want or some of those individuals are going to feel frustrated and angered with their lack of educational success beyond two-years of college.

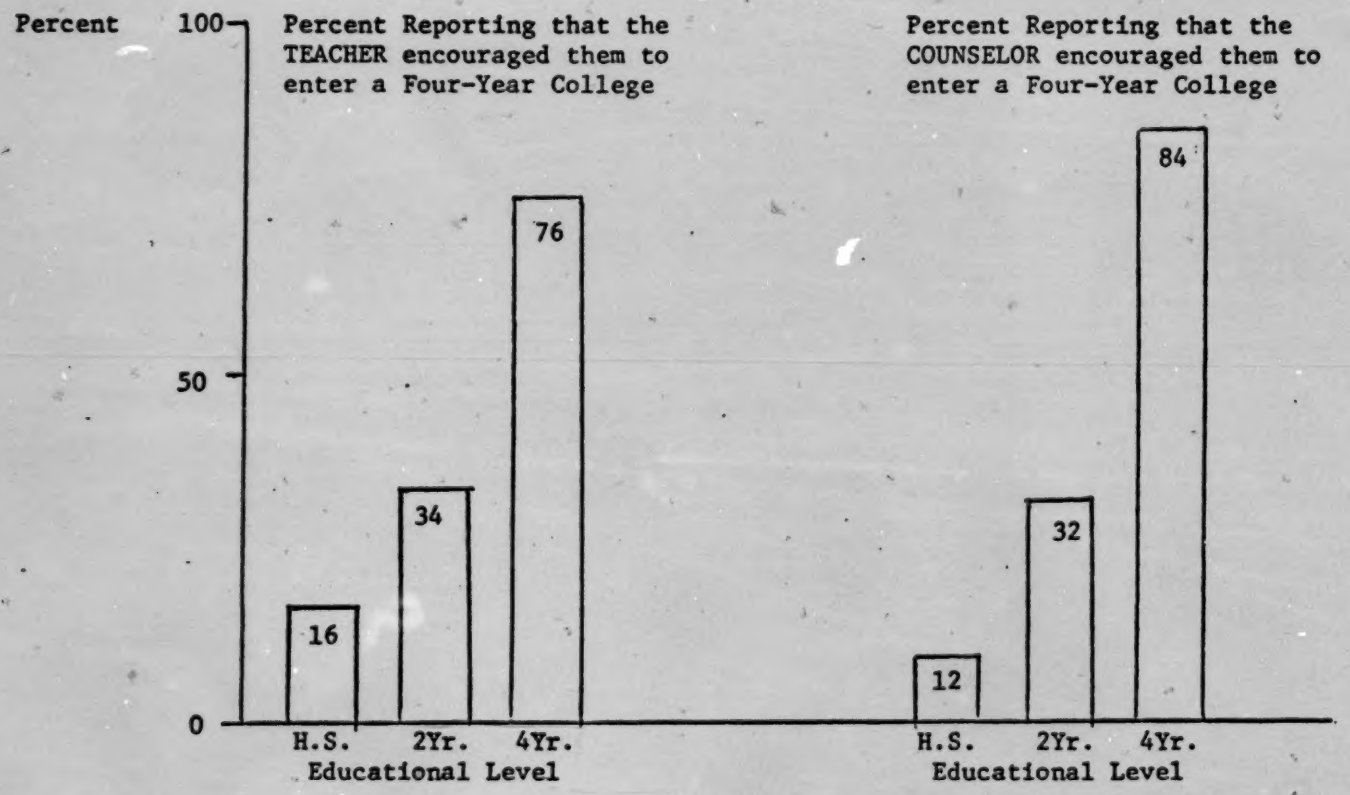
Educational encouragement from the teacher and the counselor, Grade twelve:

In the twelfth grade, each student was asked to indicate what he or she had been encouraged to do educationally when they had talked with their teachers or counselors about their post-high school careers. From responses to these two questions, (see Figure 3e) one for the counselor, one for the teacher, it is

Figure 3e here

apparent that unlike prospective four-year college students, a majority of whom had been encouraged by teachers (76 percent) and by counselors (84 percent) to enter a four-year college, only a minority of prospective two-year college students reported that they had been encouraged to enter a four-year college by their teachers (34 percent) or by their counselors (32 percent). Almost the same proportion of two-year college students reported being encouraged to enter a four-year college by their teachers (34 percent) and their counselors (32 percent) as reported being encouraged to enter a two-year college (29 percent from the teachers, 44 percent from the counselors). Among those who would only graduate from high school, more than a third said that they had been encouraged to continue their education beyond high school, either to a four-year college (16 percent by teachers, 12 percent by counselors) or to a two-year college (32 percent by teachers, 35 percent by counselors). Students who were soon to enter a four-year college thus reported a level of teacher and counselor educational encouragement quite congruent with their subsequent educational behavior. Two-year college students and students who would but graduate from high school, by comparison, reported levels of encouragement from both teachers and counselors which urged them onto levels of educational achievement many were apparently not ready to pursue during the first year out of high school.

Figure 3e. Student Reports of Educational Encouragement to a Four-Year College During Twelfth Grade from Teachers and Guidance Counselors: Comparisons between High School Graduates Only, Two-Year College Entrants and Four-Year College Entrants



Academic Motivation:

As seniors, each individual in the sample was asked to indicate "how good a student do you want to be in comparison with the rest of your class?" Figure 3d displays the responses to that query. Almost all of the four-year college entrants indicated a desire to be an above-average student: 47 percent checked "one of the best," and 47 percent checked "above the middle of the class." Some three-fourths of the two-year college entrants expressed a desire to be above average but only 17 percent wanted to be "one of the best," while 55 percent wanted to be "above the middle of the class." Students who would complete their formal schooling with the twelfth grade were least well motivated academically. Fewer than half expressed a desire to be above-average with only 9 percent checking "one of the best," and 37 percent indicating that they wished to be "above the middle of the class," academically. With regard to academic motivation, then, during the twelfth grade, prospective community college students are more like prospective four-year college students than just high school graduates in terms of their desire, their motivation, to excell academically.

Cumulative grade-point-average:

In the upper reaches of either scholastic ability or of academic motivation we have seen that the prospective community college student resembles the high school graduate more than the prospective four-year college student. This pattern reflects itself in the cumulative academic performance of those three student groups. On our standardized scale of cumulative classroom grades where a score of "1" is high, "5" is about average, and "9" is low, prospective two-year college students had an earned grade-point average of 5.1, much closer to the lower earned average of 6.0 characteristic of prospective high school graduates than to the much higher earned grade-point average of 3.3 of prospective four-year college entrants. This similarity in the academic achievement of two-year college students to that of the high school graduates can be seen in even greater relief in Figure 3d when we compare the percentage of each group where cumulative grades place them in the highest three levels of our nine point scale. Such outstanding achievement characterizes 15 percent of all those who would enter the two-year college, 7 percent of those who would graduate from high school but go no further, and 57 percent of all those who would enter a four-year college!

Attitudes Toward Education

Continuing one's education beyond high school may be due, in part, to the value which the individual has placed upon education itself. In both the ninth and in the twelfth grades, we asked our students to agree or disagree with a number of statements designed to ascertain the degree to which they regarded education (implicitly, education beyond high school), as a desirable end toward which they might strive. At both grade levels, individuals who were to enter a two-year college were more positive about education than were individuals who would only graduate from high school but they were less positive about education than were those who would enter a four-year college.

Education was regarded by a majority of all students as having definite benefits for the individual. Prospective four-year college students were the most positive, followed by prospective two-year college students and then by those who would only complete high school. As Figure 4a reveals, 77 to 78 percent of all students agreed with the statement that "the more education a person has, the better able he is to really enjoy and appreciate life." In the twelfth grade,

Figure 4a here

agreement with that statement was expressed by 57 percent of all students with 59 percent of the two-year college students concurring, 61 percent of the four-year college students concurring, and 50 percent of the high school graduates concurring.

Does "education tend to make a person more unhappy than happy?" "No" replied 84 percent of those ninth grade students who, some four years hence, would enter a two-year college (see Figure 4b). "No" replied 89 percent of the prospective

Figure 4b here

four-year college students and 79 percent of the prospective high school graduates. In the twelfth grade disagreement with that statement was expressed by 73 percent of the two-year college students, by 74 percent of the four-year college students, and by 63 percent of the high school graduates.

Does "education help a person use his leisure time to better advantage?" "Yes," in the ninth grade responded 86 percent of those who were to enter a two-year college, 87 percent of those who were to enter a four-year college, and 81 percent of those who were to just graduate from high school (see Figure 4c). By

Figure 4c here

the end of the twelfth grade, however, the overall percentage of agreement had

Figure 4a. Selected Attitudes toward Education in Grades Nine and Twelve: Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants

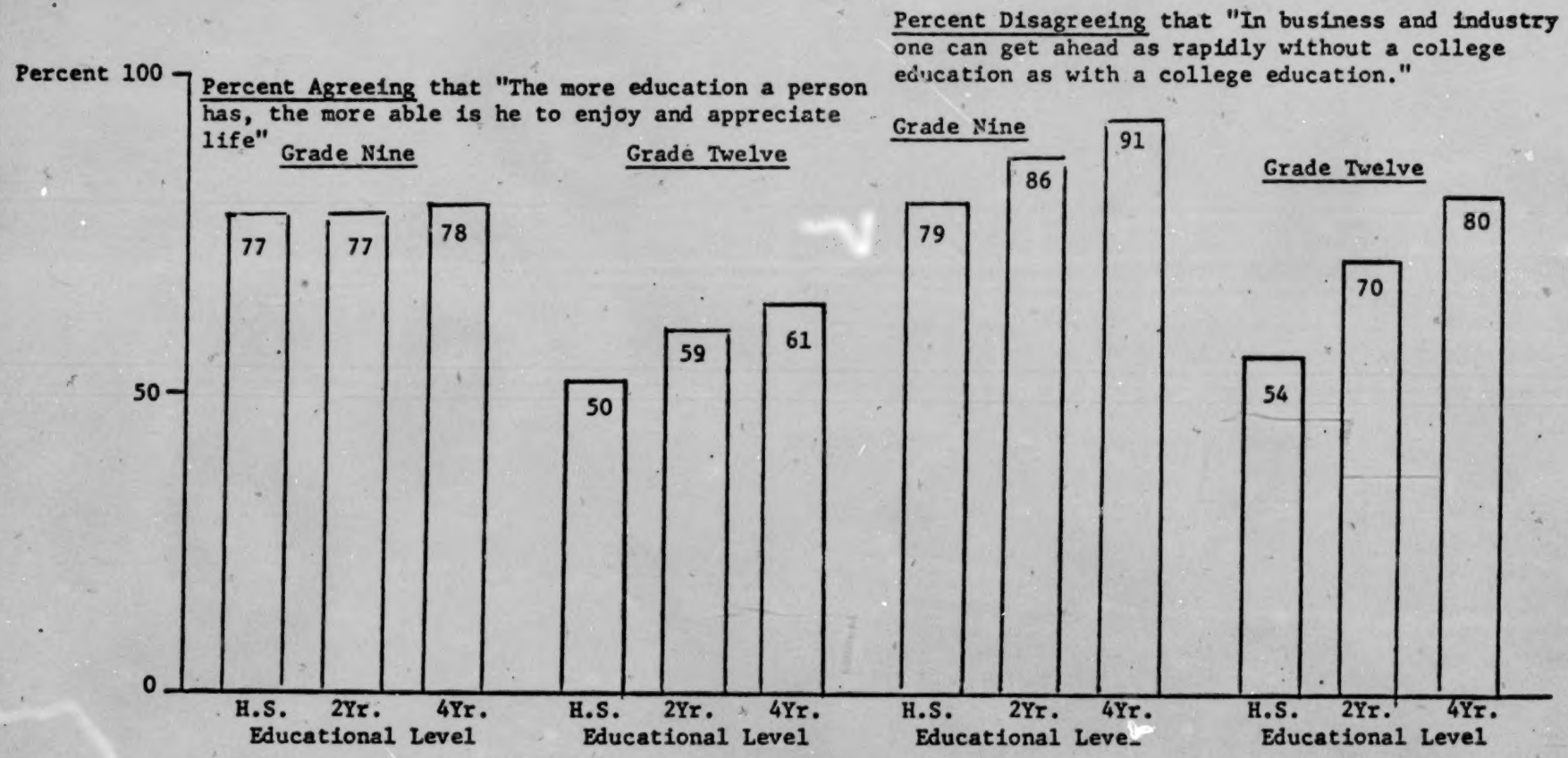


Figure 4b. Selected Attitudes toward Education in Grades Nine and Twelve: Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants

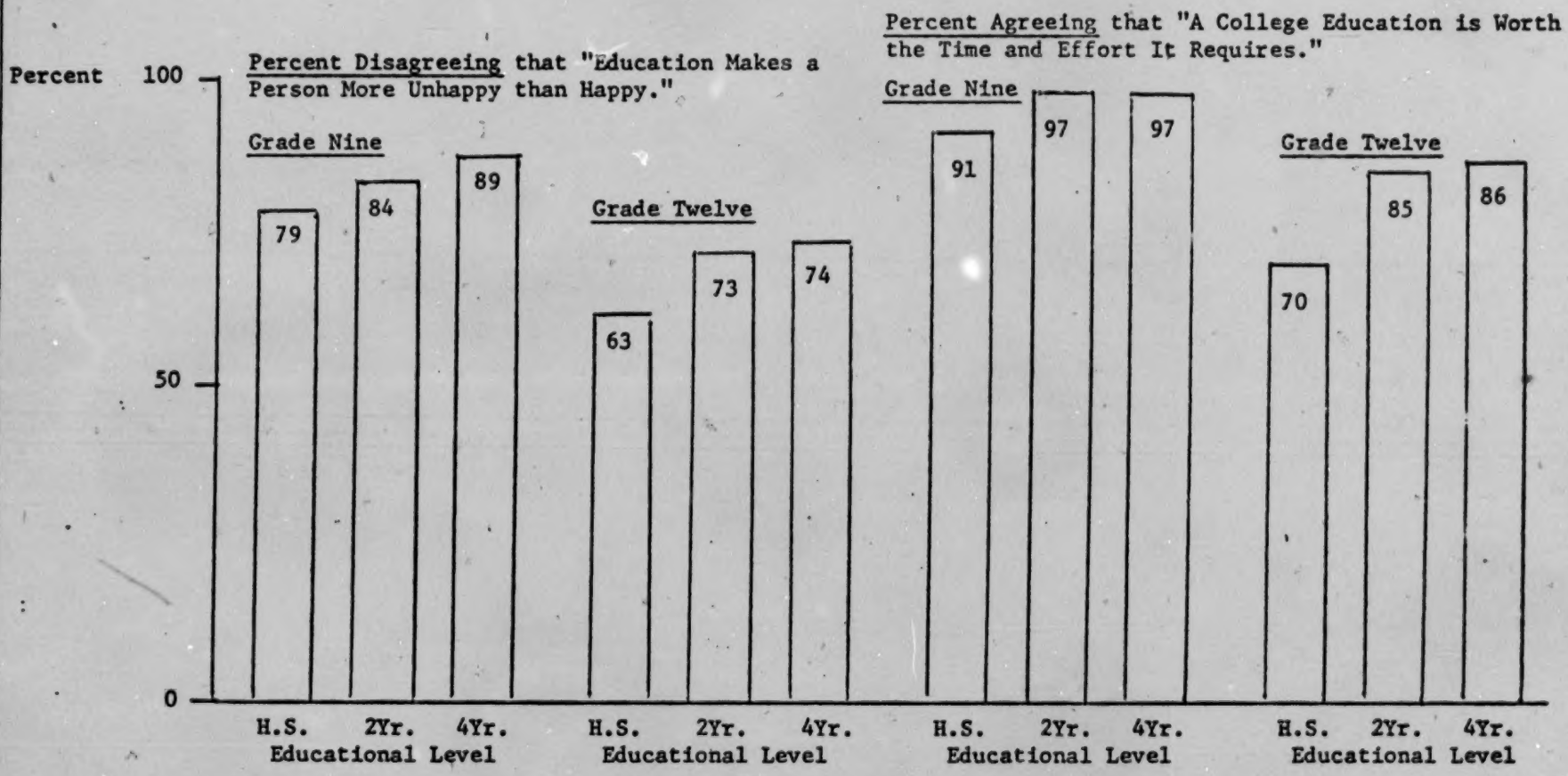
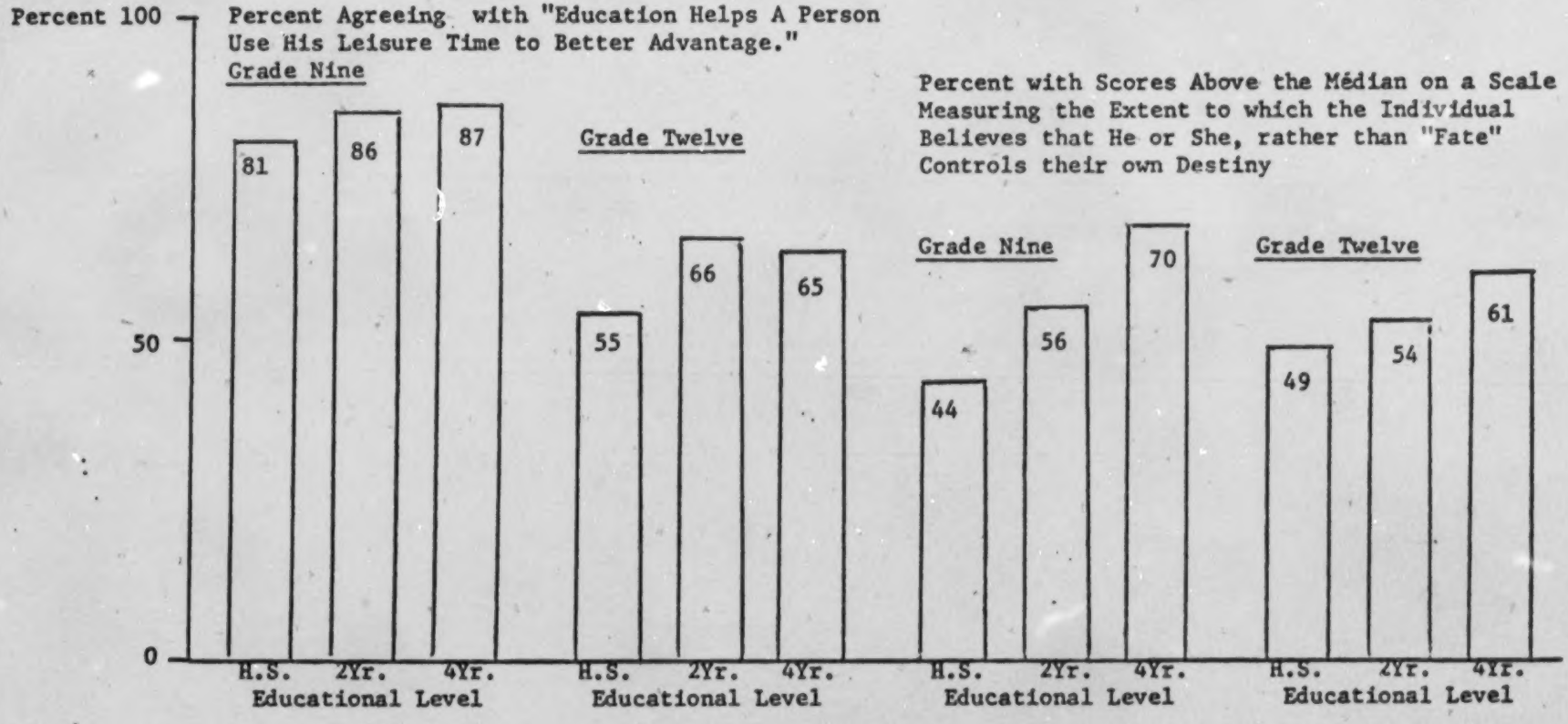


Figure 4c. Selected Attitudes toward Education and Personal Mastery with Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



dropped from an average of 85 percent in the ninth grade to 63 percent in the twelfth grade. Four-and-two-year college students were about as likely to agree with that statement, 65 and 66 percent, respectively. High school graduates were somewhat less likely to agree: 55 percent.

"Is it possible for a person without a college education to get ahead just as rapdily as a person with a college education in business and industry? "No" responded 86 percent of those ninth grade students who, in four years, would enter a two-year college (see Figure 4a). "No" responded 91 percent of those ninth graders who would enter a four-year college. "No" said 79 percent of those ninth graders who would but graduate from high school. In the twelfth grade disagreement with the idea that you can get ahead as rapidly without as with a college education was registered by 70 percent of those who were about to enter a two-year college, 80 percent of those about to enter a four-year college, and by only 54 percent of those who were about to end their formal education with the high school diploma.

Finally, is "a college education worth the time and effort it requires?" "Yes," speculated 96 percent of all ninth grade students -- 97 percent of all prospective four-and-two-year students, 91 percent of all prospective high school graduates (see Figure 4b). "Yes," hoped 81 percent of all twelfth grade students -- 85 percent of those who would soon be entering the two-year college, 86 percent of those who would soon be entering the four-year college, and 70 percent of those who would soon be entering the labor market.

During the years of high school it appears that the education value posture of prospective two-year college students shifts away from that of prospective high school graduates and toward that of prospective four-year college entrants. In the ninth grade, the responses of two-year college students were, on the average, only 5 percentage points more positive than were those of the high school graduates. They were 7 points less positive, on the average, than were the responses of the four-year college students. By the end of the twelfth grade the position of the two-year college entrant had moved to more than 10 points above that of the high school graduate and only 3 points below that of the four-year college entrant.

Sense of Control

In his Equality of Educational Opportunity Survey report, James Coleman reported that a student's belief of the extent to which he feels that he has some control over his own destiny appears to have a stronger relationship to achievement than do many school facility factors.[28] In both grades nine and twelve we constructed a multi-item scale designed to measure the extent to which the student believed that his future was within his own control or within the control of external forces, of "fate."[29] At both grade levels, as Figure 4c reveals, two-year college students ranked in-between their four-year college and high school graduate counterparts although by grade twelve that difference had narrowed and two-year students had moved somewhat closer to their high school than to their four-year college peers. In grade nine, 57 percent of our entire sample had scores which placed them above-average* in the belief that they could control their own fate. Fifty-six percent of those who would enter a two-year college also scored above-average, 12 points more than the 44 percent characteristic of those who would only graduate from high school but 14 points less than the 70 percent of those who would enter a four-year college. By the end of the twelfth grade, 55 percent of the entire sample had scores which placed them above the average vis a vis the belief that they could control their own fate.* Fifty-four percent of those who were about to enter the community college had such above-average scores in comparison with 49 percent of those who were about to graduate from high school. Sixty-one percent of those who were about to enter college had scores which placed them above-average in the belief that they controlled their own fate.

Self-Esteem

Social psychologists have suggested that there is a relationship between one's image of self and the prestige level of one's occupation. Individuals in occupations that command greater prestige usually have most positive images of themselves than do individuals in jobs that command less prestige. Similarly, there

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*The "average" is the median. More than fifty-percent score above the median because the median was computed for all ninth grade respondents and for all twelfth grade respondents. The analysis reported in this paper includes respondents at the ninth or twelfth grade level if and only if they were: 1) present for both surveys and for the post-high school survey as well, and 2) graduates of a high school.

is a relationship between one's image of self and one's formal educational attainment. Individuals who have completed four or more years of college usually have a more positive image of themselves than do individuals of less formal education. With respect to occupation and education as correlates of self-image the question can be raised as to what proportion of that self-image is derived from the attainment of that level of education or occupation and what proportion may have been brought to that level of education or occupation by the individual. We are unable to answer that question, of course. We are able, however, to show that as early as the ninth grade there exist systematic differences in the images individuals have of themselves that correspond to the educational activity in which they will be engaged four years hence. In other words, the existence of systematic differences in self-image between four-year college entrants, two-year college entrants, and high school graduates as early as the ninth grade suggests that to some extent individuals bring with them the self-images that characterize persons of different levels of educational and occupational attainment. To assess self-esteem, we have used the ten items developed by Morris Rosenberg.[30] While these items reveal no large differences between our three groups of students, the differences that they do reveal tend to be highly consistent: those who will enter a four-year college think more positively of themselves than do those who will enter a two-year college. Those who will only graduate from high school think less positively of themselves than either of those two other groups of students.

Permit us to begin, however, not with one of Rosenberg's items but with a different item, one that indicates the individual's assessment of his or her own scholastic ability, an item that was administered in the twelfth grade survey. Students were asked to compare their own academic ability with that of the rest of their class. More than three fourths (76 percent) of those who were about to enter a four-year college ranked themselves above the middle of the class. Indeed, 27 percent of this group thought of themselves as being "among the brightest" students in the entire senior class. Of those who were about to enter the community college, only about a third (35 percent) ranked themselves above the middle of the class and less than 4 percent thought of themselves as being "among the brightest."

Just one fifth of those who would but complete high school placed themselves above the middle of the class and only 3.3 percent considered themselves to be "among the brightest" of students in the twelfth grade.

Less striking, but nonetheless rather systematic are the differences in the Rosenberg indicators of self-esteem. Figures 5a through 5e reveal that in both

Figures 5a-5e here

the ninth and in the twelfth grade, the student who enters the two-year college:

1. Is less likely than the student who enters the four-year college (but more likely than the student who just graduates from high school) to:
   a. Believe that he or she has a number of good qualities
   b. Be satisfied with him/her self
   c. Believe that he or she can do things as well as others
   d. Think of him/her self as a person of worth, on an equal plane with others
   e. Take a positive attitude toward him/her self
2. Is more likely than the student who enters a four-year college (but less likely than the student who but completes high school) to:
   a. Think of him/her self as a failure
   b. Believe that he or she does not have much of which to be proud
   c. Wish that he or she could have more respect for him or her self
   d. Feel "no good" at times
   e. Feel "useless" at times

As to the relative "distance" between these three categories of students in terms of self-esteem, our analysis suggests that the two-year college student moves from a ninth grade position about equidistant between the high school graduate and the four-year college student to a twelfth grade position closer to that of the high school student, farther away from the four-year college student.

Figure 5a. Selected Attitudes toward One's Self: Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants

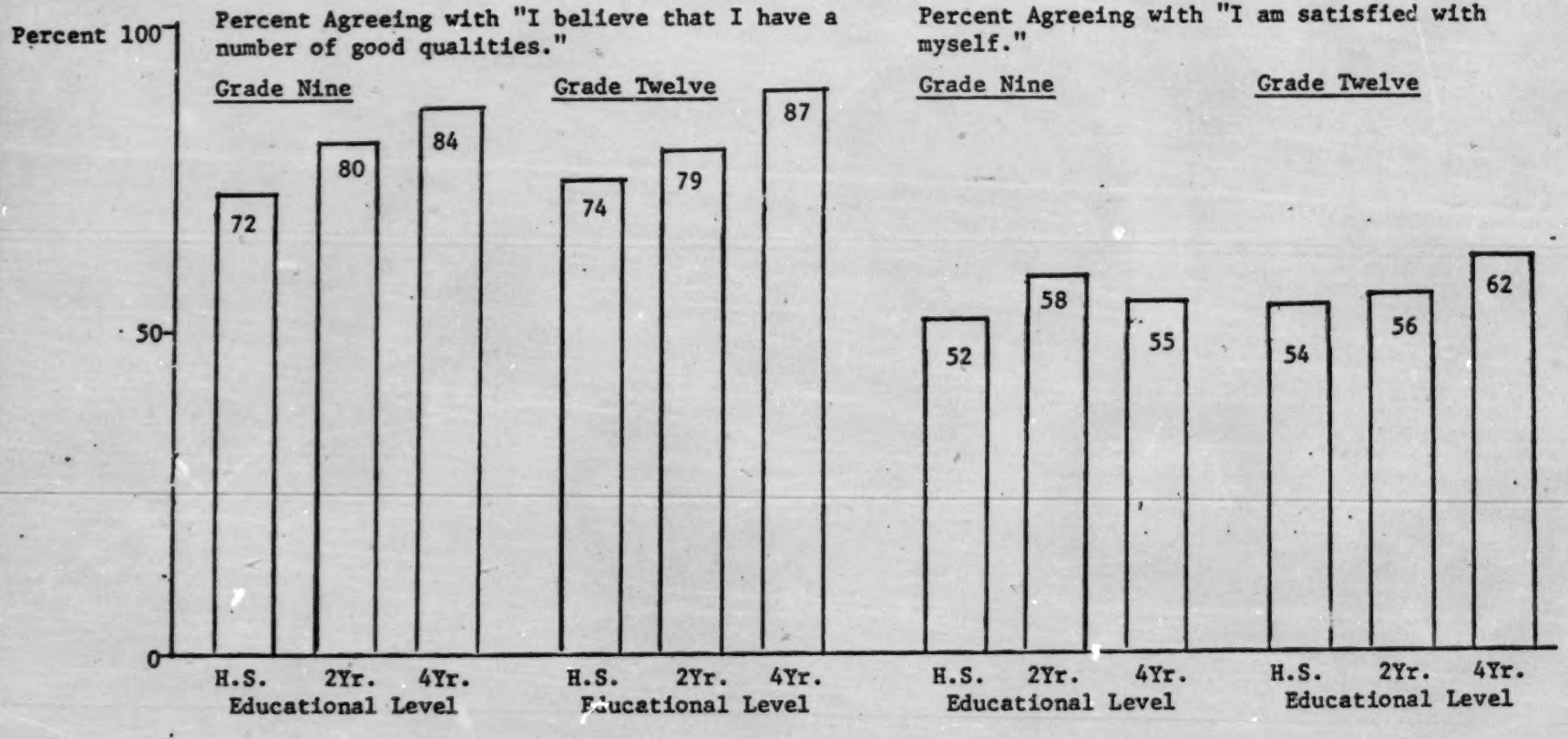


Figure 5b. Selected Attitudes Toward One's Self: Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants

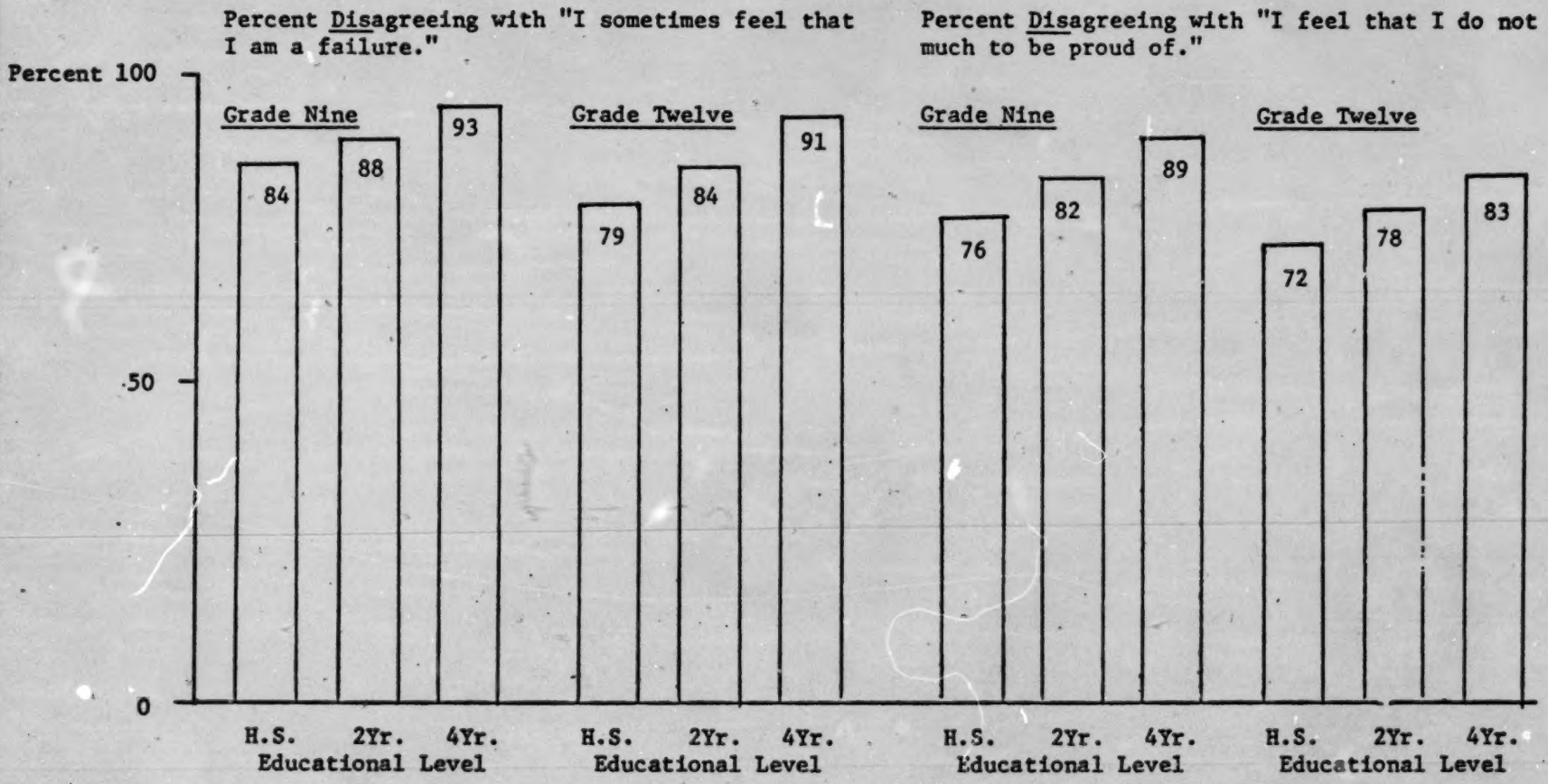


Figure 5c. Selected Attitudes toward One's Self: Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants

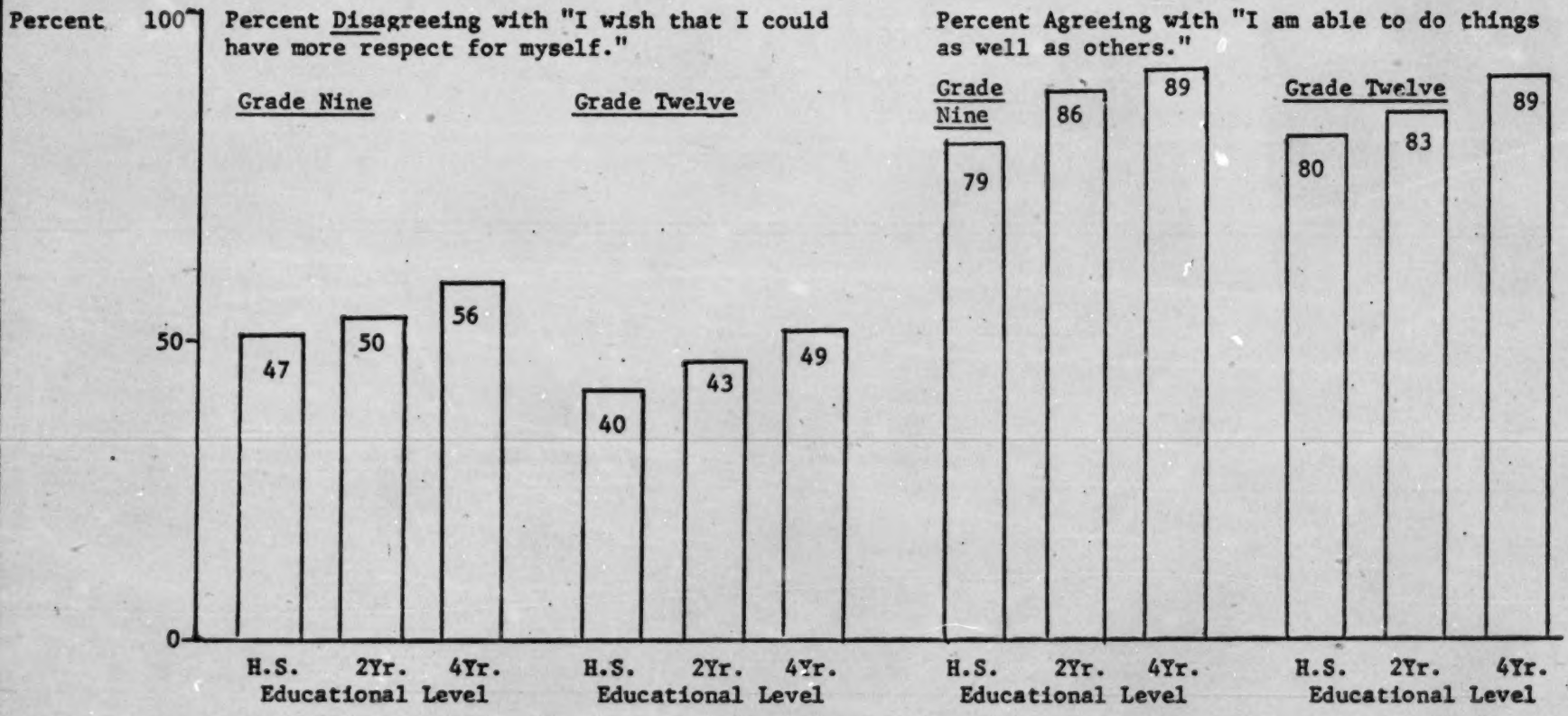


Figure 5d. Selected Attitudes Toward One's Self: Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants

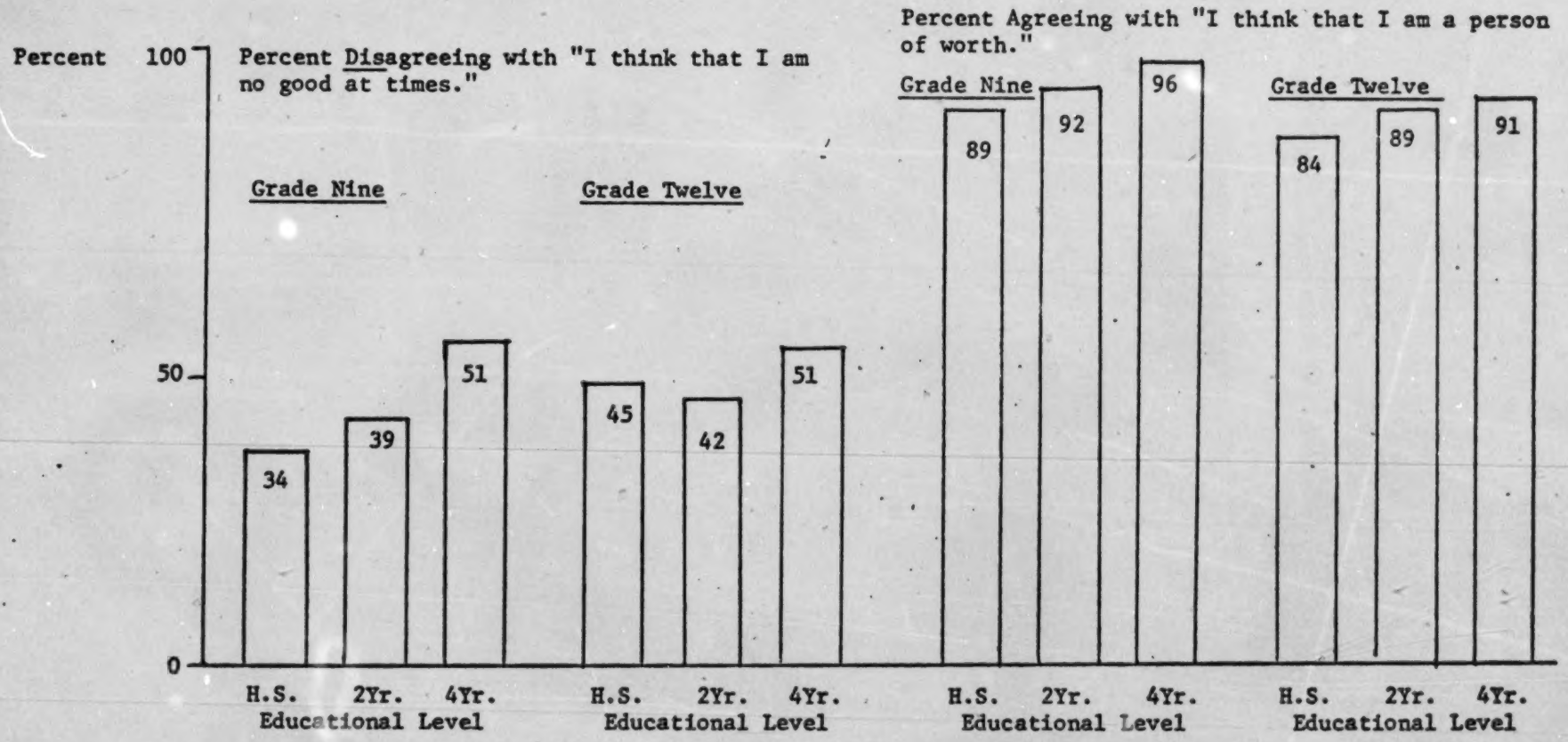
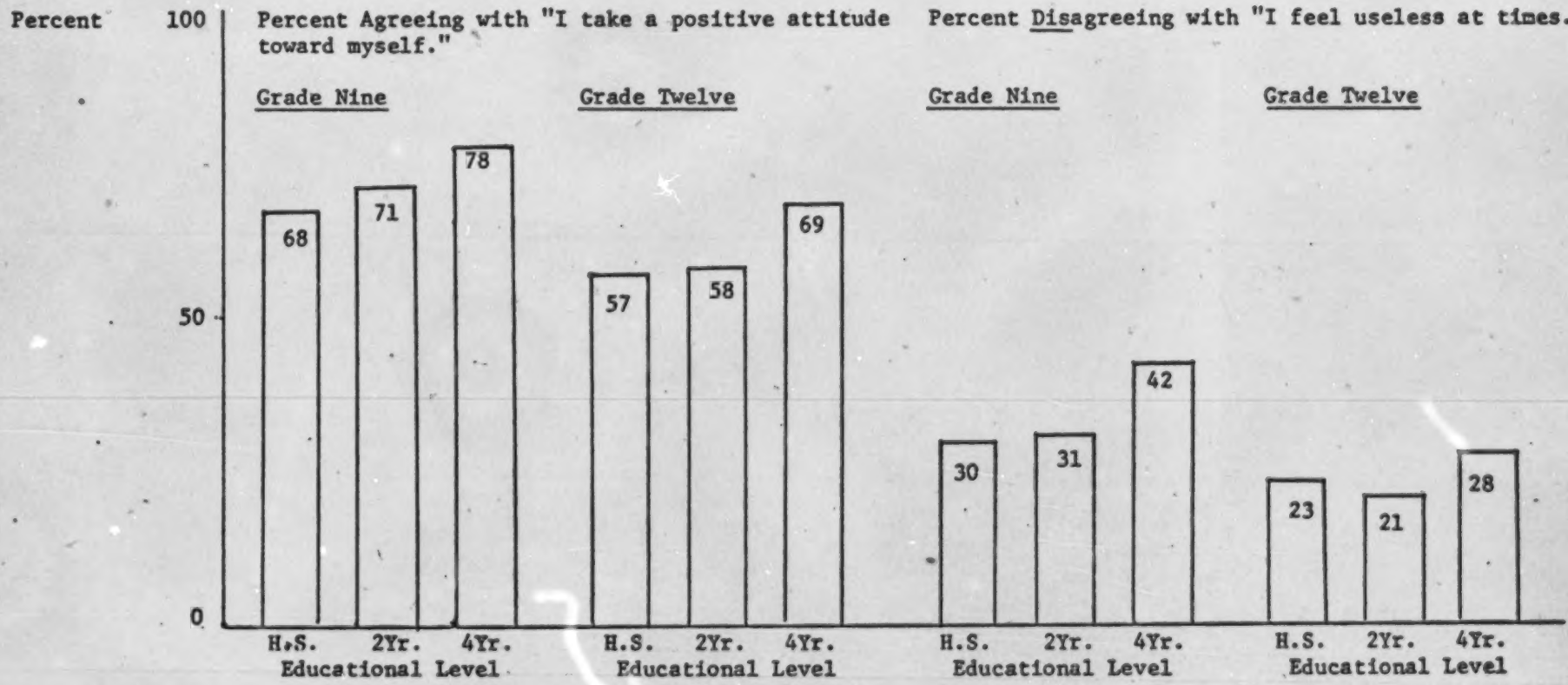


Figure 5e. Selected Attitudes Toward One's Self: Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



Attitudes Toward American Society

As part of the twelfth grade survey in 1970, each student was asked to respond to a series of items which sought to assess their attitudes toward some of the basic political and economic attitudes which were salient at the time: 1) responsiveness of "the system" to efforts at change, 2) depersonalization resulting from high technology, alienation, and, 3) efforts of activist groups to alter that system.

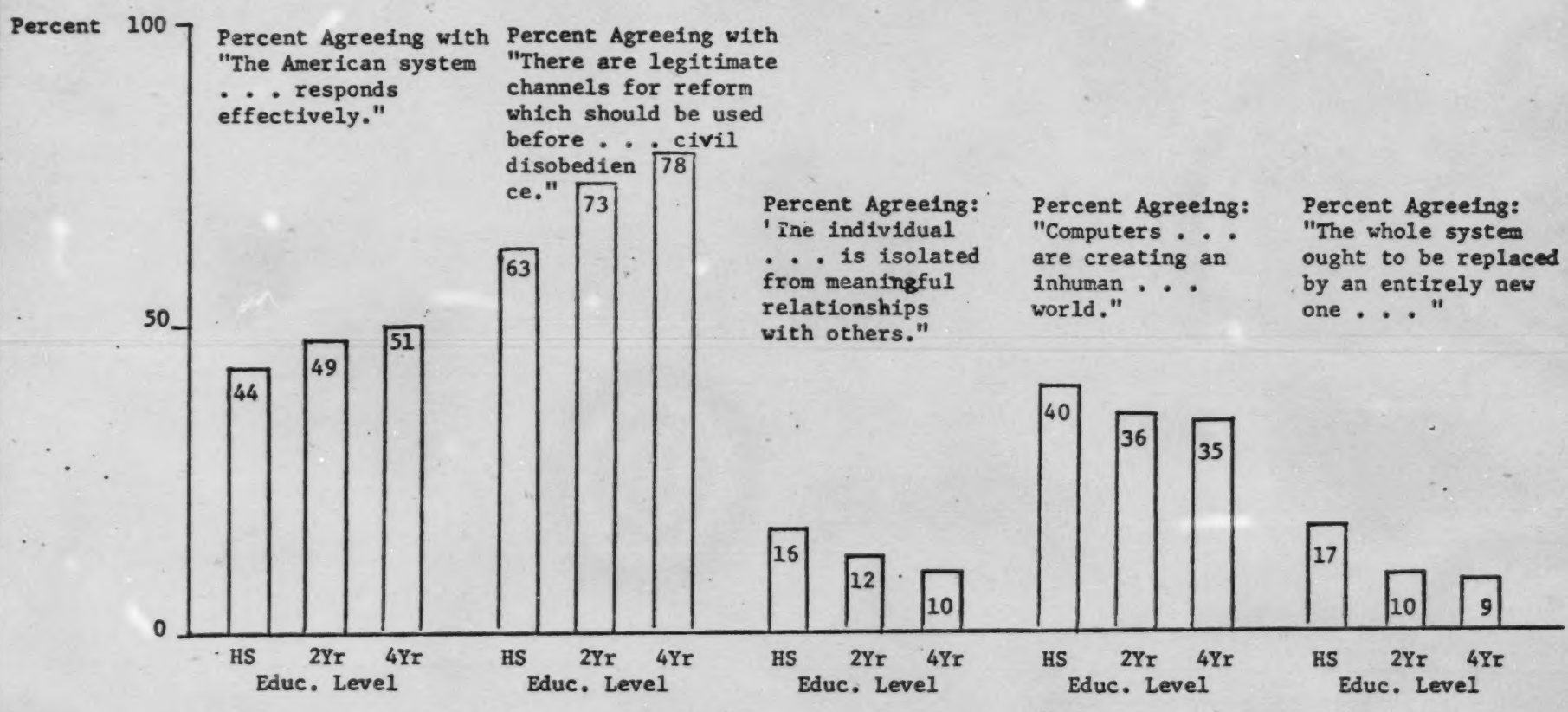
During the nineteen sixties and early seventies both the media and social scientists made much of the "generation gap," particularly with respect to attitudes towards "the system" and toward efforts to change "the system." However, as Daniel Yankelovich persuasively has shown in his survey for C.B.S. News,[31] some of the differences associated with the age phenomenon of "generation" were, in point of fact, associated with the educational differences which characterized the different generations. Among youth themselves, as Yankelovich has documented, there existed major differences in attitudes toward the U.S. social system that were strongly related to whether the young person had no formal education beyond high school or was in (a four-year) college. Youth with but a high school education tended to be more conservative, more conventional. Youth with a college education tended to be more left-of-center, more radical. Are such differences detectable in our sample of youth? Are those who will only graduate from high school less critical of "the system" than those who are about to enter a four-year college? And do those who are about to enter a community college fall neatly in between those two presumed polar opposites? To that question there is no simple answer. On political attitudes the concept of a continuum based on future educational attainment has little empirical tenability.

Consider, for example, the views of these students when confronted with the statement that "The American system of democracy can respond effectively to the needs of people." The order of our three categories of students is precisely the reverse of their educational attainment activities one year hence. Figure 6a shows that agreement with that statement was expressed by 51 percent of those who would

Figure 6a here

enter a four-year college, by 49 percent of those who would enter a two-year college, but by only 44 percent of those who would but graduate from high school. Similarly,

Figure 6a. Selected Attitudes Toward the U.S. Social System: Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants

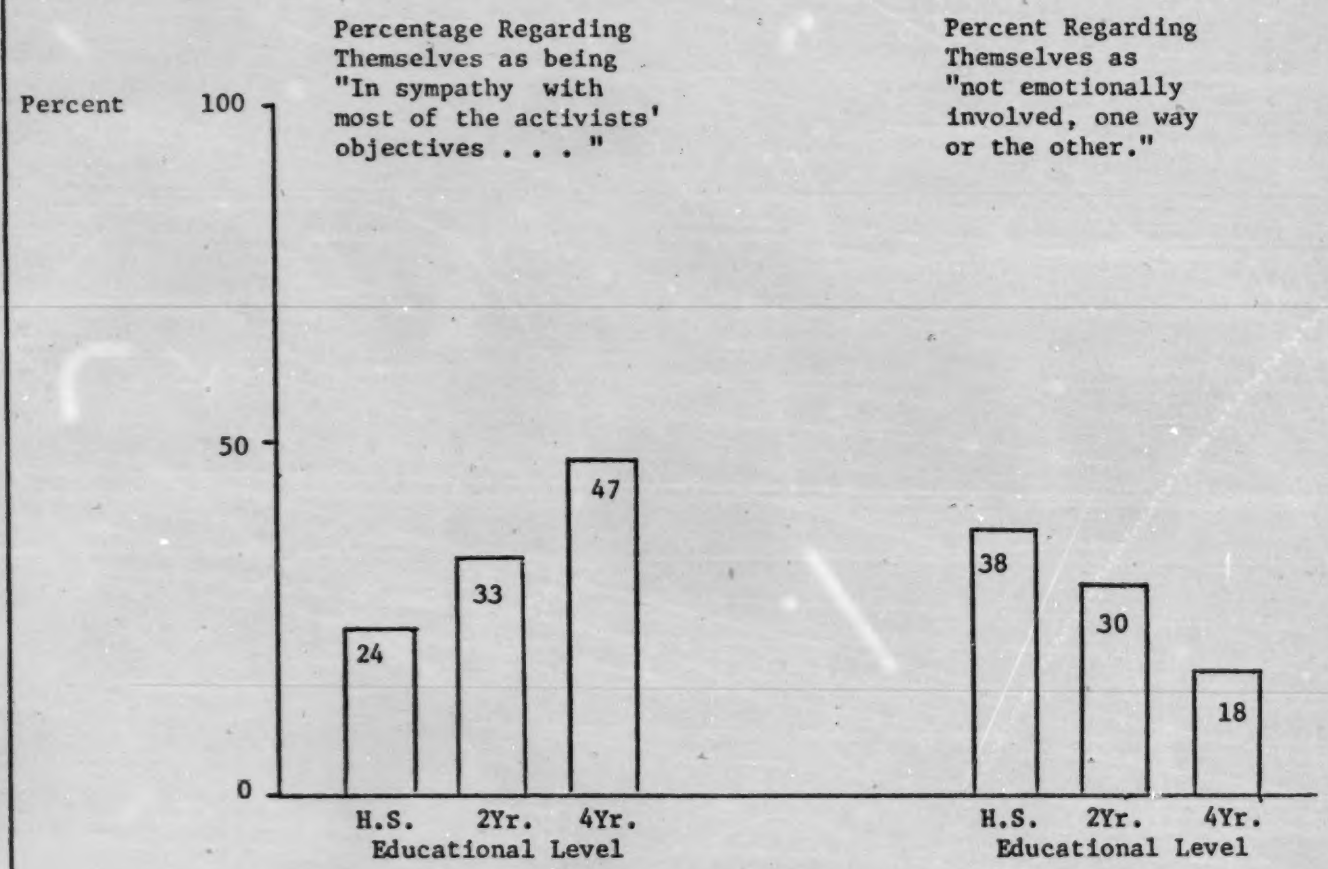


when asked about the statement "There are legitimate channels for reform which should be used before attempting civil disobedience and disruption," 78 percent of those about to enter a four-year college voiced their approval as did 73 percent of those about to enter a two-year institution. High school graduates, however, approved of the use of legitimate means prior to more forceful methods by a factor of only 63 percent. In today's world is the individual "isolated and cut off from meaningful relationships with others?" Yes, replied 16 percent of those who were just to graduate from high school in contrast with an affirmative response voiced by 12 percent of those about to enter a two-year college and by 10 percent of those about to enter a four-year college. And, on a related issue, are "computers and other advanced technology creating an inhuman and impersonal world?" Yes, they are, in the opinion of 40 percent of those who will just graduate from high school and in the opinion of 36 percent of those who will enter some form of college whether it be two or four-years. Does the perception of a non-responsive social system and a feeling of alienation foster the belief that "the whole system ought to be replaced by an entirely new one, that the existing structures are beyond reasonable hope of repair?" Apparently so for a minority of students, especially of those who will just graduate from high school, since 17 percent of that group agreed with such a statement in comparison with 10 percent of those who were about to enter a two-year college and 9 percent of those who were about to enter a four-year college. Have these feelings about "the system," feelings which are especially negative among those who would but graduate from high school, resulted in those who will only graduate from high school becoming behaviorally active in efforts to "bring about changes in your high school and/or in other institutions of our society?" More active than students who are about to enter a two or a four year college? No. As Figure 6b depicts, those who are about to graduate from high school were less likely than were those who were about to enter college to regard themselves as "activists" and more likely to regard themselves as "not emotionally involved, one way or the other" in those efforts to change society. Thirty-eight percent of the high school graduates thought of themselves as "not emotionally involved," in efforts to change society, 30 percent of those who would enter a two-year college also thought of themselves in that light, but such a view of self was expressed by only 18 percent of those individuals who were

Figure 6b here

Figure 6b. Personal Roles of Students in Seeking to Bring About Changes in the High School and in Other Institutions of the Society

Comparisons between High School Graduates Only, Two-Year College Entrants, and Four-Year College Entrants



about to enter a four-year college. Finally, high school graduates were even less likely than others to be "in sympathy with most of the activists' objectives, if not with all of their tactics." Such sympathy was conveyed by 47 percent of the four-year college students, by 33 percent of the two-year college students, but by only 24 percent of the high school graduates.

A sense of social frustration and personal alienation thus characterizes individuals who do not continue their education beyond high school, more so than individuals who do. But, while those who do continue their education beyond high school seem more willing to engage in overt behaviors designed to affect changes in their society, or at least to approve and sympathize with others who engage in those behaviors, the reaction of individuals who but graduate from high school is to avoid active participation in those efforts and to refrain from even tacit approval of those who do actively participate.

THE PREDICTION OF EDUCATIONAL ACTIVITY DURING THE FIRST POST SECONDARY YEAR

A Regression Analysis

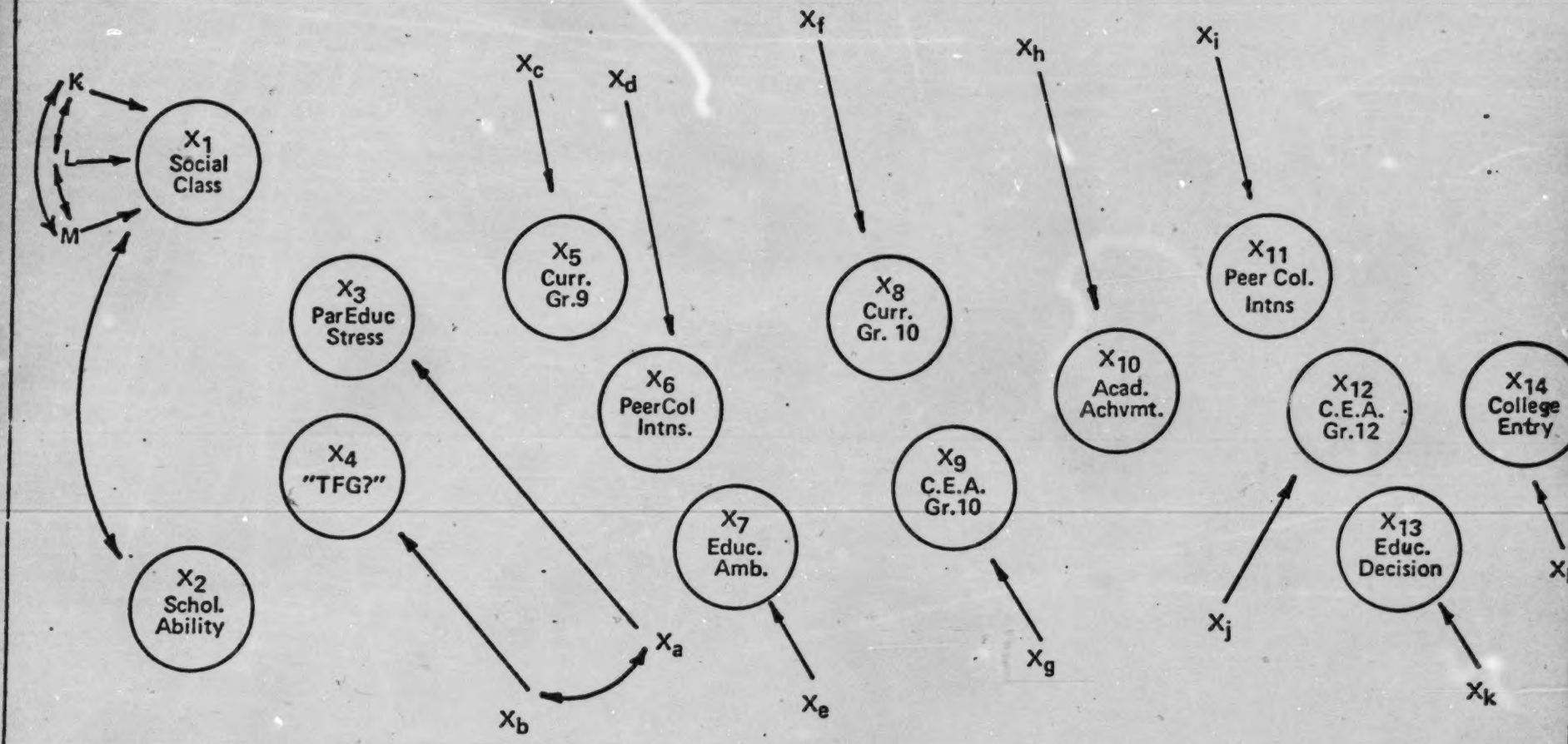
A Model of College Entry

Elsewhere we have developed at considerable length a fourteen variable model predicting to college entry during the first post-secondary year.[32] That model is depicted graphically in Figure 7. Descriptively, whether the individual continues

Figure 7 here

his or her education beyond high school, i.e., whether the student enters college, X14, depends most immediately upon the educational decision reached by the student as of the end of the twelfth grade X13. That decision is subject to the influence of two other twelfth grade experiences: the educational encouragement the student has received from the guidance counselor, X12, and any influence the student has received from his peers by virtue of their own educational intentions, X11. College entry and these three twelfth grade variables, in turn, are affected by the student's record of academic achievement, X10, accumulated over grades nine, ten, and eleven. That record of academic achievement, in turn, is seen as subject to two events, as it were, of the tenth grade: the educational encouragement received

Figure 7 · A Model of the Determinants of College Entry



Variables are : X1 = Social class, X2 = Scholastic ability, X3 = Parental educational stress, X4 = Continued education beyond high school "taken for granted?", X5 = Curriculum location, grade nine, X6 = Peer college influence, grade nine, X7 = Education ambition, X8 = Curriculum location, grade ten, X9 = Counselor educational encouragement, grade ten, X10 = Academic achievement, grades nine through eleven, X11 = Peer college influence, grade twelve, X12 = Counselor educational encouragement, grade twelve, X13 = Educational decision, X14 = College entry, K = Education of mother, L = Education of father, M = Occupation of father, $X_a - X_l$ = residuals.

by the student from the guidance counselor, X9, and the curriculum location of the student as of the end of the tenth grade, X8. What the student does educationally after the twelfth grade and what the student experiences in high school during grades ten, eleven, and twelve, are all seen as affected by certain experiences during the ninth grade: X7, level of educational ambition, X6, educational influence from peers, and X5 or curriculum location. Finally, all of the secondary school experiences as well as college entry are viewed as subject to effects from any educational influence which the parents may have exerted on the student, i.e., whether, by the ninth grade, the student regarded continued education beyond high school as "taken for granted" in his home X4, and whether, by the ninth grade, the student perceived his parents as placing much stress or emphasis upon his continuing his education beyond high school (X3). And, both school and parental educational influence measures are hypothesized as dependent upon the social class of the family, X1, indexed by the occupation of the father and the education of the father and mother and assembled as a composite construct with the use of canonical correlation, and the scholastic ability of the student, X2.

Hypothetically, each one of the thirteen variables in the model represents an antecedent to college entry. And, as reference to Table 1 reveals, each one of those antecedent variables does exert at least some causal effect on college entry. For males, however, four of those antecedents generate no direct effect to the mea-

Table 1 here

sure of post-secondary educational activity, that is, when the effects of all other variables specified in the system as antecedent to college entry are removed, four antecedent measures have no remaining effect on that criterion. Those variables are, for males: 1) scholastic ability, 2) grade nine curriculum location, 3) grade ten curriculum location, and 4) grade ten counselor educational encouragement. Accordingly, following the procedure described by Heise[33] for the "trimming" of a model, those variables were deleted and the respective regression equations re-run. Direct effects shown in Table 1 are thus the direct effects or path coefficients for the "trimmed" model. For females the identical procedure was followed after the deletion of five variables which had no direct effects on college entry: 1) parental educational stress, 2) "taken for granted," 3) grade nine curriculum, 4) educational ambition, and 5) grade ten counselor encouragement. The deletion

Table 1.: The Total Associations with COLLEGE ENTRY of Specified Independent Variables and their Total, Direct and Indirect Effects

Independent Variables		Male Students				Female Students			
		Total Assoc.	Effect: Direct	Indir.	Total	Total Assoc.	Effect: Direct	Indir.	Total
		r_{ij}	p_{ij}	s_{ij}	q_{ij}	r_{ij}	p_{ij}	s_{ij}	q_{ij}
Social class	X1	.359	.069	.202	.271	.349	.057	.197	.254
Schl. ability	X2	.426	.000	.360	.360	.399	-.063	.388	.325
Par. ed. str.	X3	.285	.047	.113	.160	.276	.000	.153	.153
Tak for Gntd.	X4	.376	.062	.138	.200	.311	.000	.112	.112
Curr. Gr. 9	X5	.289	.000	.088	.088	.394	.000	.188	.188
Peer Col.Int. Gr.9	X6	.385	.084	.078	.162	.353	.053	.100	.153
Educ. ambition	X7	.521	.050	.205	.255	.467	.000	.210	.210
Curr. Gr. 10	X8	.371	.000	.097	.097	.481	.081	.150	.231
Cnslr. Enc. Gr. 10	X9	.444	.000	.154	.154	.466	.000	.155	.155
Acad. Achvmt.	X10	.522	.211	.080	.291	.541	.198	.164	.362
Peer Col.Int.Gr.12	X11	.351	.068	.051	.119	.385	.119	.050	.169
Cnslr. Enc. Gr. 12	X12	.516	.125	.073	.198	.589	.187	.118	.305
Educ. decision	X13	.629	.295	.000	.295	.690	.390	.000	.390
Proportion of Variance Accounted for: R^2		.503				.585			

of the four variables for males and of five variables for females from the regression analysis had no meaningful consequence on the proportion of variance explained in college entry.

Although Tables 2 and 3 present the zero-order correlation coefficients for

Tables 2 and 3 here

the variables of the model and Tables 4 and 5 present the path coefficients for the

Tables 4 and 5 here

entire model, our primary interest for this report is in the determinants of X14, college entry. Table 1 displays the appropriate coefficients for that analysis. Some brief definitions of those coefficients should pave the way for the inference we are about to make concerning the relative importance of the various determinants of college entry. Following Finney and Alwin and Hauser,[34] the relationship between two variables, say, for example in the simplified model below, in Figure 8 between X2, scholastic ability and X10, academic achievement, can be described in

Figure 8 here

terms of the following concepts.

1. Total association: the overall, zero-order relationship between two variables, e.g., between ability and achievement, X2 and X10, is referred to as the total association between those two variables and is estimated with the Pearsonian product moment correlation coefficient, r_{ij} which, in this case, is $r_{10,2}$. The total association, in turn, may be composed of:

2. Non-causal components: if the relationship between the two variables in question, in this illustration between X2 and X10, is either preceded by other variables or if the independent variable in question, X2, is accompanied by another variable, in this instance by X1, or social class, the two of them being shown as correlated but with that correlation as unanalyzed, then such antecedent or correlated variables constitute the non-causal component of the total association.

3. Causal components: with any non-causal component of a total association removed, what remains is the causal component. That causal component may consist of:

   a. A direct effect. If, after the effect of the antecedent or in this case, the correlated variable of social class has been removed, ability exerts an effect on academic achievement which is independent of educational ambition, then that effect is referred to as a direct effect. It is the effect that ability, X2, has on achievement, X10, independently or net of all other variables

Table 2 Correlations, Means and Standard Deviations for Variables Used in the Analysis: MALES

(Constrained Correlations Above the Diagonal, Unconstrained Below)
- Decimals Omitted -

Variables		X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	Means	St.Devs.
Class Construct*	X1	245	243	304	241	327	455	251	260	238	209	283	375	359	3.235	1.118
Ability	X2		202	264	287	303	389	352	395	553	231	404	458	426	109.822	11.226
Par. Educ. Stress	X3	202		323	312	297	402	338	284	135	168	256	289	285	2.519	1.742
"Taken for Granted"	X4	255	315		237	302	483	270	328	256	242	328	399	376	.362	.481
Curriculum, Grade Nine	X5	276	305	229		315	421	569	347	238	229	325	363	289	.366	.482
Peer Educ. Infl. Gr. 9	X6	303	297	297	308		513	317	356	244	250	287	396	385	1.517	1.214
Educational Ambition	X7	389	402	467	407	513		473	478	427	300	451	617	521	2.568	.974
Curriculum, Grade Ten	X8	350	337	266	554	313	467		467	327	257	383	410	371	.357	.479
Counselor Educ. Enc. 10	X9	395	284	320	336	356	478	462		401	287	490	440	444	1.731	.851
Academic Achievement	X10	553	135	243	226	244	427	324	401		259	491	516	522	5.281	1.934
Peer Educ. Infl. Gr. 12	X11	231	168	230	222	250	300	254	287	259		319	393	351	2.299	.904
Counselor Educ. Enc. 12	X12	404	256	311	317	287	451	380	490	491	319		569	516	1.752	.753
Educational Decision	X13	458	289	389	352	396	617	406	440	516	393	569		629	2.391	.934
Post Sec. Ed. Enroll	X14	426	285	367	278	385	521	365	444	522	351	516	629		3.235	1.118
Occupation of Father **		191	216	270	212	289	403	219	225	200	185	246	328	315	3.917	1.634
Education of Father		218	202	252	202	272	377	211	219	204	175	238	313	299	3.730	1.415
Education of Mother		234	164	205	165	221	306	175	182	174	143	197	258	246	3.881	1.096

*Following Hauser, 1972, the Class Construct has been assigned the mean and standard deviation of the last dependent variable in the model, i.e., of Post-secondary Educational Enrollment Level.

**Values for the three component elements of the social class construct are those of the constrained correlations

Table 3 Correlations, Means and Standard Deviations for Variables Used in the Analysis: FEMALES

(Constrained Correlations Above the Diagonal, Unconstrained Below)
- Decimals Omitted -

Variables		X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	Means	St. Devs.
Class Construct	X1	291	262	326	306	353	399	358	312	216	208	299	355	349	3.228	1.032
Ability	X2		215	295	413	284	407	470	445	571	285	449	413	399	109.765	10.590
Par. Educ. Stress	X3	215		442	325	235	453	339	320	158	217	264	338	276	3.087	1.952
"Taken for Granted"	X4	285	442		393	301	472	406	336	233	197	271	324	311	.376	.484
Curriculum, Grade Nine	X5	406	318	384		322	482	649	479	339	232	422	404	394	.389	.488
Peer Educ. Infl. Gr. 9	X6	284	235	296	315		442	341	342	259	261	297	338	353	1.297	1.122
Educational Ambition	X7	407	453	462	477	442		525	499	384	282	428	534	467	2.695	.892
Curriculum, Grade Ten	X8	466	336	391	636	339	520		635	400	293	481	479	481	.366	.482
Counselor Educ. Enc. 10	X9	449	320	327	475	342	499	633		444	249	547	496	466	1.843	.872
Academic Achievement	X10	571	158	222	330	259	384	394	444		270	499	500	541	4.557	1.867
Peer Educ. Infl. Gr. 12	X11	285	217	203	231	261	282	292	249	270		262	339	385	2.216	.934
Counselor Educ. Enc. 12	X12	449	264	267	417	297	428	477	547	499	262		586	589	1.848	.795
Educational Decision	X13	413	338	326	398	338	534	474	496	500	339	586		690	2.646	.925
Post. Sec. Ed. Enroll	X14	399	276	307	391	353	467	480	466	541	385	589	690		3.228	1.032
Occupation of Father **		241	209	260	245	282	319	287	252	177	166	241	284	279	4.010	1.671
Education of Father		242	235	292	270	316	356	316	275	184	182	263	315	309	3.788	1.354
Education of Mother		223	188	234	222	253	288	260	228	163	150	218	256	253	3.912	1.152

*Following Hauser, 1972, the Class Construct has been assigned the mean and standard deviation of the last dependent variable in the model, i.e., of Post-secondary Educational Enrollment Level.

**Values for the three component elements of the social class construct are those of the constrained correlations.

Table 4 Partial Regression Coefficients in Standard Form for All Variables Used in the Analysis: MALES

- Decimals Omitted -

Independent Variables		Dependent Variables											
		X3 PES	X4 TFG	X5 CUR9	X6 PCI9	X7 AMB	X8 CUR10	X9 CEA10	X10 ACH	X11 PCI12	X12 CEA12	X13 DEC	X14 ENR
Class Construct	X1	206	255	133	181	201	---*	---	---	062	045	057	069
Scholastic Ability	X2	152	202	206	154	131	133	176	418	---	062	092	---
Par. Educ. Stress	X3			238	132	127	100	---	-090	---	042	---	047
"Taken for Granted"	X4			---	127	233	---	089	---	098	065	053	062
Curriculum, Grade Nine	X5				156	162	413	---	---	061	---	---	---
Peer Educ. Influence, Gr. 9	X6					249	---	093	---	094	---	044	084
Educational Ambition	X7						208	197	213	---	084	297	050
Curriculum, Grade Ten	X8							259	045	062	068	---	---
Counselor Educ. Enc. Gr. 10	X9								139	108	219	---	---
Academic Achievement	X10									118	252	150	211
Peer Educ. Influence, Gr. 12	X11										102	133	068
Counselor Educ. Enc. Gr. 12	X12											236	125
Educational Decision	X13												295
Residual		959	932	914	876	707	766	808	787	921	777	671	704
Percentage of Variance Accounted for	R^2	081	131	166	233	502	413	346	380	152	397	549	503

*No significant regression coefficient to this dependent variable from the independent variable. Other regression coefficients for this dependent variables are those from re-computations following the elimination of that particular independent variable from the set of regressors.

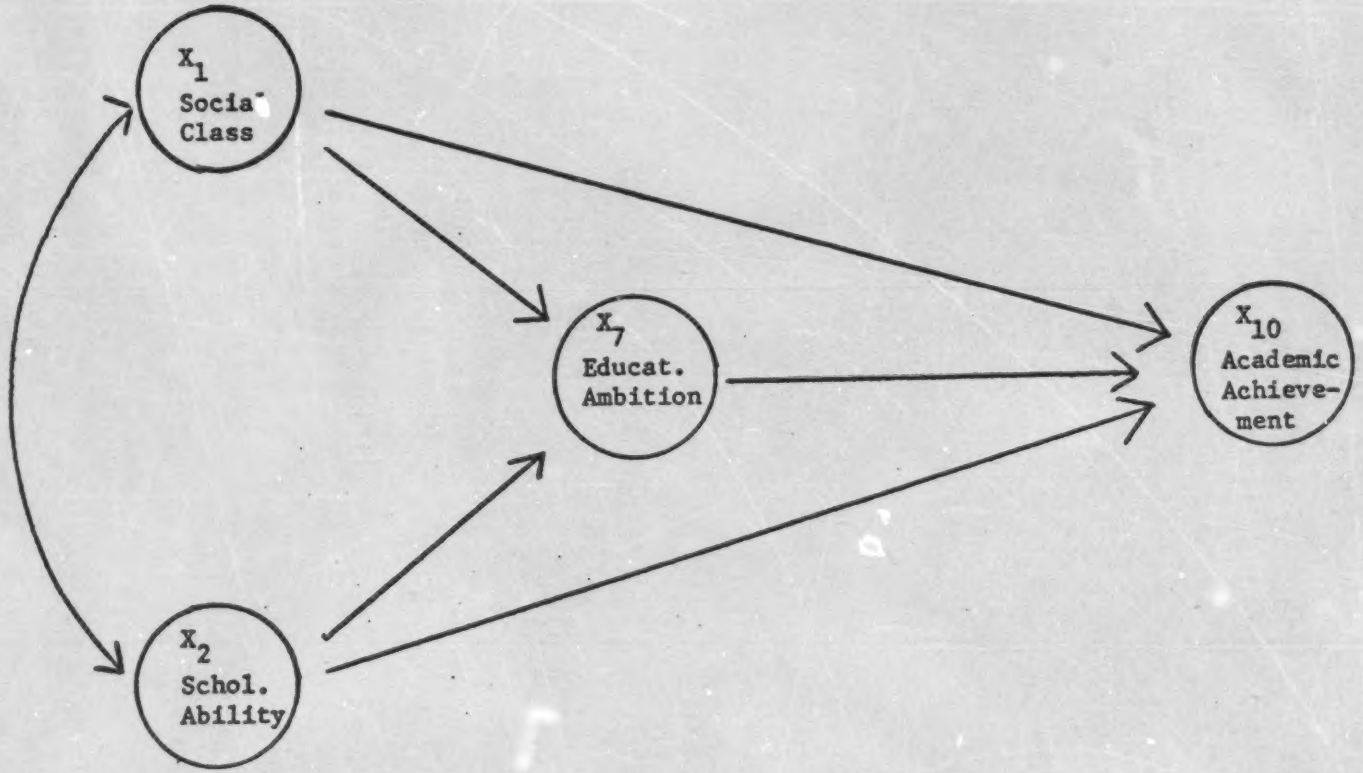
Table 5 Partial Regression Coefficients in Standard Form for All Variables Used in the Analysis: FEMALES

- Decimals Omitted -

Independent Variables		Dependent Variables X3 SES	X4 TFG	X5 CUR9	X6 PCI9	X7 AMB	X8 CURR10	X9 CEA10	X10 ACH	X11 PCI12	X12 CFA12	X13 DEC	X14 ENR
Class Construct	X1	218	262	118	225	121	079	---*	---	---	063	078	053
Scholastic Ability	X2	152	219	287	114	144	172	142	441	105	085	---	-063
Par. Educ. Stress	X3			141	055	210	---	053	-061	105	---	070	---
"Taken for Granted"	X4			208	113	163	073	---	---	---	---	---	---
Curriculum, Grade Nine	X5				144	189	440	---	---	---	---	---	---
Peer Educ. Influence, Gr. 9	X6					199	---	070	---	138	---	---	053
Educational Ambition	X7						177	152	132	---	079	205	---
Curriculum, Grade Ten	X8							447	---	117	097	070	081
Counselor Educ. Enc. Gr. 10	X9								202	---	274	---	---
Academic Achievement	X10									111	235	187	198
Peer Educ. Influence, Gr. 12	X11										043	099	119
Counselor Educ. Enc. Gr. 12	X12											304	187
Educational Decision	X13												390
Residual		954	922	847	892	736	695	732	786	920	764	708	644
Percentage of Variance Accounted for	R^2	090	150	282	205	458	517	464	382	153	415	499	585

*No significant regression coefficient to this dependent variable from the independent variable. Other regression coefficients for this dependent variable are those from re-computations following the elimination of that particular independent variable from the set of regressors.

Figure 8. A Simplified Path Model



in the model to the left of the dependent variable, i.e., it is the effect that ability has on achievement independently of both social class and of educational ambition. The quantitative value of the direct effect is estimated as the standardized regression coefficient for a model which is linear, recursive, and additive, and the coefficient is referred to as a path coefficient and is symbolized as p_{ij}.

c. An indirect effect. Net of social class, ability may affect achievement directly, as we have just noted. Net of social class, ability may also affect achievement indirectly, by way of educational ambition as the intervening variable. This would be the case were there to be a significant direct effect from ability to ambition, p_{72}, and a significant direct effect from ambition to achievement, $p_{10,7}$. In that case, the indirect effect that ability has on achievement through ambition would be estimated as the product of these two path coefficients, i.e., indirect effect of ability on achievement via ambition, $s_{ij} = s_{10,2} = p_{10,7}p_{7,2}$.

When, for a given total association, the direct effect that the independent variable has on the dependent variable is added to the indirect effect which that independent variable has on the dependent variable, the resulting sum is known as the total causal effect or just the total effect, q_{ij}.

Results

In our regression analysis of college entry, we no longer distinguish explicitly between the individual who enters a four-year college, a two-year college, or who merely graduates from high school. For the regression analysis college entry is defined as a continuous variable with values that range from entry into a four-year college through entry into a two-year college, graduation from high school, and non-graduation from high school. Pair-wise deletion was the technique used for missing cases and the analysis has been executed separately for each gender.

For males, collectively the nine antecedent variables that generate statistically significant direct effects to college entry account for 50.3 percent of the variance in that criterion. This explanatory capability compares favorably with the 54 percent explained variance reported by Sewell and Hauser for their criterion of educational attainment and with the 46 percent explained variance reported by Alexander and Eckland for their criterion of educational attainment.[35]

Using the total effect measure as the criterion of importance, i.e., the sum of the direct and indirect effects generated by an independent variable to

college entry, we can see that for males entry into college is determined first by scholastic ability, $q_{14,2} = .36$, followed by the decision to enter college, $q_{14,13} = .30$, and then by academic achievement, $q_{14,10} = .29$, and by social class, $q_{14,1} = .27$, and educational ambition, $q_{14,7} = .26$. Of lesser but still notable importance in determining whether a male student continues his education beyond high school are two sources of interpersonal influence: 1) the parents, that is, whether as a ninth grade student the individual believed that his parents "took for granted" his continued education beyond high school, $q_{14,4} = .20$; and 2) the guidance counselor, that is, whether as a twelfth grade student the individual perceived the counselor as encouraging him to continue his education beyond high school, $q_{14,12} = .20$. Some attention should also be called to the role played by peers and by curriculum location in the college entry of males.

For females, collectively the eight antecedent variables which generate significant direct effects to college entry account for 59 percent of the variance in that criterion. For females, the single most important determinant of whether they enter college the year following the completion of high school is the decision they made by the end of the twelfth grade regarding their post-secondary educational careers, $q_{14,13} = .39$. Academic achievement is the second largest determinant of college entry, $q_{14,10} = .36$, followed by scholastic ability, $q_{14,2} = .33$ and by the encouragement which the student reported receiving from her guidance counselor during the twelfth grade, $q_{14,12} = .31$ and then by social class, $q_{14,1} = .25$. Among the determinants of college entry for females, curriculum location ranks higher as a determinant than it does among the variables that determine college entry for males. For females, the effect on college entry of grade nine curriculum location is $q_{14,5} = .19$ while that from grade ten curriculum location is $q_{14,8} = .23$. Ambition for education beyond high school also exerts a notable effect on the chance of a female entering college: $q_{14,7} = .21$. Finally, both parents and peers play a role in the entry of females into college, modest though that role may be. Total effects from these two sources of interpersonal influence range from a $q_{14,11}$ (college entry and twelfth grade peer influence) of .17 to a $q_{14,4}$ (college entry and parental "taken for granted" in grade nine) of .11.

In summary, while the regression analysis reveals no specific information regarding the determinants of entry into the two-year college as distinct from entry into the four-year college or merely the completion of high school it does suggest that merit, indicated by scholastic ability, educational ambition, academic achievement, and educational decision, exercises a stronger influence on college entry than does the ascribed attribute of social class. How well those who enter the two-year community college can be distinguished from those who enter the four-year college and from those who but graduate from high school on the basis of variables from the regression model is the question we now address with discriminant analysis.

Discriminant Analysis[36]

Preliminaries

The primary objective we pursue with discriminant analysis is that of distinguishing statistically between that group of students who enter a two-year community college from those groups which, at one extreme, enter the four-year college and, at the other, complete their formal education with the high school diploma.

The second objective of this discriminant analysis is to ascertain the extent to which individuals can be correctly classified into these three educational groups based on data collected not only as "late" as the twelfth grade survey but, importantly, as "early" as the ninth grade survey. We execute this discriminant analysis for each gender of student who participated in the 1967 ninth grade survey, in the 1970 twelfth grade survey, in the 1970-71 post-secondary survey, and who, on the basis of that post-secondary survey, at least graduated from high school.

To distinguish between these three groups of students, we have chosen three sets of discriminating variables on which both the descriptive and the regression analyses have shown our students to differ. One set of variables is from measurements made in the ninth grade survey; the second set of variables is from measurements made in the twelfth grade survey -- of the same constructs as measured in grade nine. The third set of variables consists of the basic constructs of social class indicators, scholastic ability, and academic achievement.

Comprising the set of basic constructs are the class indicators of occupation of father, education of father, and education of mother, each measured in the ninth grade; scholastic ability indicated by school-administered Otis and California Mental Maturity tests; and cumulative academic achievement, grades nine, ten, and eleven. Comprising the variable sets for which one measurement is grade nine and the other grade twelve are: 1) two indicators of perceived parental educational influence, a) an index combining separate measures of the amount of emphasis or stress that the mother and the father place upon the individual's continued education beyond high school, b) the student's report of whether, in the home, such continued education beyond high school has been "taken for granted;" 2) curriculum location -- academic or non-academic program, 3) perceived peer college influence indexed by the number of the student's close friends out of three reported themselves to have intentions for college; 4) educational goals at a) the ninth grade, i.e., the motivational construct of an educational ambition, b) the twelfth grade, i.e., the goal that reflects an educational decision.

Results: Males with Measures from Grade Nine

Of the original ten variables used for this analysis, eight were selected before Rao's V became insignificant. Those eight variables were: 1) occupation of father, 2) education of mother, 3) scholastic ability, 4) academic achievement, 5) "taken for granted," 6) curriculum location, 7) peer educational influence, and 8) educational ambition. Prior to the removal of any discriminant function, Wilks' lambda was .4972, indicating a considerable amount of discriminating power existing in the variables used for the analysis (the larger the value of lambda, the less discriminating power present). These eight generated a canonical correlation of .698 for the first discriminant function and a canonical r of .177 for the second function. Using the sum of the eigenvalues as a measure of total variance existing in the discriminating variables and expressing that for each function as a percentage of the total, 97 percent of that total variance is associated with the first function, 3 percent with the second function. Achievement, educational ambition, scholastic ability, and the occupation of the father are the major defining variables of the first function. With a standardized discriminant function coefficient of .55, achievement is between two and three times as important as either ambition (coefficient is .20) or as scholastic ability (coefficient is

.18) in terms of its relative contribution to that first function. Achievement is also the dominant element in the second function with a standardized coefficient of .74, substantially greater than the three other noteworthy elements which contribute to the second function: 1) "taken for granted" with a coefficient of .52, 2) curriculum location, with a coefficient of .49, and 3) education of the mother with a coefficient of .35.

Predictions derived from the discriminant analysis permit the accurate classification of 64 percent of all 932 males, based on the eight variables from the "common set" and from the "grade nine set." As Table 6 illustrates, the most

Table 6 here

accurate classification is for the four-year college group, 78 percent of whom are placed correctly into four-year institutions. High school graduates are the second group of individuals most correctly classified with 65 percent being located in that educational attainment category. Least accurately classified are the students who enter the two-year college, only 50 percent of whom are slotted correctly into the community college. Thirty-one percent were incorrectly slotted into the high school graduate cell, 20 percent incorrectly into the four-year college cell.

Results: Males with Measures from Grade Twelve

Nine of the original ten variables used in the grade twelve analysis were retained before Rao's V became insignificant. Father's education was the variable that was eliminated in the grade twelve analysis for males, just as it was in the grade nine analysis for males. Before removing any of the discriminant functions, Wilks' lambda was .53, only slightly greater than that of .50 in the grade nine analysis. The canonical r for the first function is .76, six points higher than that of the first function in the grade nine analysis while the canonical r for the second function is .33, substantially higher than that of .18 in the grade nine analysis. Of the total variance existing in the discriminating variables, the percentage represented by the first function is 91, that with the second function, 9. With a standardized discriminant coefficient of .47, the educational decision made by the student as of the end of the twelfth grade is the largest element in the first function, followed by academic achievement with a coefficient of .31. In the first function, all other variables have coefficients of .12 or less in value, including scholastic ability. In the second factor, academic achievement

Table 6. Classification Prediction Results from Discriminant Analysis
Common-set Plus Grade-level Specific Set of Variables: MALES

Actual Group Membership	Predicted Group Membership					
	Grade 9 Specific Variables			Grade 12 Specific Variables		
	Graduate of H.S.	Two-year College	Four-year College	Graduate of H.S.	Two-year College	Four-year College
Four-year College	4.4%	17.6%	77.9%	1.2%	20.3%	78.5%
Two-year College	30.7	49.1	20.2	18.4	62.7	19.0
High School Graduate	64.6	28.1	7.3	73.1	23.1	3.8
Percent correctly classified		63.9%			71.4%	

is the major defining element with a coefficient of .76. "Taken for granted" is the second defining element with a coefficient of .52, curriculum is third with a coefficient of .48 and peer college influence is fourth, with a coefficient of .41. Although we find no compelling conceptual homogeneity in the major defining elements of these functions either in grade nine or in grade twelve, there is a sense of continuity to their respective compositions in both grades. Ambition or decision tends to be a major defining element of the first function and, along with academic achievement, curriculum and parental influence tend to be among the more important defining elements of the second function at both points in time.

Predictive capability is somewhat improved in grade twelve over grade nine, as one would anticipate. In the twelfth grade, 71 percent of the students are correctly classified by the discriminating variables. That increase, 7 points, however, is not of a quantum magnitude. As in the ninth grade, the two extremes of the educational continuum are most accurately classified: 79 percent of the four-year college entrants, 73 percent of the high school graduates. In grade twelve, as Table 6 illustrates, there is a notable increase over grade nine in the degree to which two-year college students can be classified correctly. In grade nine, less than 50 percent of the community college entrants were correctly classified. In grade twelve, 63 percent of the community college entrants are correctly classified.

Results: Females with Measures from Grade Nine

For grade nine, the results of the discriminant analysis for females differ from those for males primarily in that the two variables which are eliminated from the analysis on the basis of Rao's V criterion of significance are scholastic ability and "taken for granted," rather than, as for males, education of the father and parental educational stress. The deletion of ability is noteworthy but inexplicable substantively. Prior to the removal of the discriminant functions, Wilks' lambda was .5260. A canonical correlation of .678 was produced by the first function with which 97 percent of the total variance was associated. A canonical r of .165 was generated by the second discriminant function with which 3 percent of the total variance was associated. Defining, in part, the first function was academic achievement, with a standardized coefficient of .61 followed by educational ambition with a coefficient of .26. Achievement was also the major defining

element in the second function with a coefficient of .75, followed by parental educational stress (coefficient = .50), curriculum location (.46), mother's education (.28) and occupation of father (.23).

Sixty-three percent of the 923 females were correctly classified into their respective post-secondary educational categories (see Table 7) on the basis of the eight discriminating variables the time specific set of which is from measures

Table 7 here

made during the ninth grade. Correctly classified into the four-year college cell were 77 percent of these students, into the high school graduation cell 69 percent, and into the two-year college cell, 47 percent. Slightly more of the two-year college students were mis-classified as high school graduates (29 percent) than as entrants to a four-year college (24 percent).

Results: Females with Measures from Grade Twelve

With grade twelve measures comprising the time-specific set of variables, nine of the original ten measures are retained by the significance criterion of Rao's V. Lambda is .33 prior to the removal of the first discriminant function. That first function, defined basically by the variables of educational decision (standardized coefficient of .57) and academic achievement (coefficient of .27), generates a canonical correlation of .79 and has associated with it 92 percent of the total variance with the sum of the two eigenvalues as the base. The second function is defined by academic achievement (standardized coefficient of .62), parental educational stress (coefficient of .41), and peer influence (coefficient of .34), as well as by educational decision (.39). Curriculum has a small coefficient in the second function of .21. The canonical r is .35 and associated with this function is 35 percent of the total variance accounted for by these two functions.

Correctly classified into the respective three post-secondary educational attainment categories are 73 percent of all 923 females. Eighty-four percent of entrants into a four-year college are correctly classified as are 76 percent of those who just complete high school. By the end of grade twelve, 62 percent of those who will enroll in a two-year college are also correctly classified, an increase of 14 percentage points from the classification analysis based on the common set of variables as well as on the set from grade nine measures.

Table 7. Classification Prediction Results from Discriminant Analysis
Common-set Plus Grade-level Specific Set of Variables: FEMALES

Actual Group Membership	Predicted Group Membership					
	Grade 9 Specific Variables			Grade 12 Specific Variables		
	Graduate of H.S.	Two-year College	Four-year College	Graduate of H.S.	Two-year College	Four-year College
Four-year College	3.3%	19.9%	76.8%	1.4%	14.9%	83.7%
Two-year College	29.4	46.5	24.1	19.9	61.5	18.6
High School Graduate	68.9	22.0	9.1	75.5	21.0	3.5
Percent correctly classified		62.5%			72.5	

SUMMARY AND IMPLICATIONS

Summary

On a number of educationally relevant dimensions, students who enroll in a two-year college differ from students who, on the one hand, all but complete their formal education with the high school diploma or who, on the other hand, enter a four-year college. With a remarkable degree of consistency, two-year college entrants rank more or less in the middle of an educational continuum bounded, on the upper end, by four-year entrants and, on the lower end, by those who only graduate from high school. In contrast with the student who enters the four-year college, the individual who enters the two-year college:

1. Is of lower socioeconomic origin and of lesser scholastic ability
2. Reports having received less influence to continue his or her education beyond high school from parents, peers, teachers, and guidance counselors.
3. Is less likely during high school to:
   a. Have been in the academic or college-preparatory curriculum
   b. Have participated in extra-curricular activities
   c. Have regarded him-or-her self as having a positive reputation with the teacher either for school work or for deportment
   d. Have had an ambition to enter a four-year college as a ninth grade student or to have made the decision to enter a four-year college as a twelfth grade student
   e. Have had a high motivation to do well academically
   f. Have had a superior record of academic performance
   g. Have had very positive attitudes toward education
4. Is less convinced that he or she, personally, rather than the forces of "fate," impersonally, control one's own future.
5. Is less positive about himself or herself as an individual human being
6. Is somewhat more critical of selected aspects of the U.S. social, political, and economic system while, at the same time, is somewhat less involved with or sympathetic toward those who would seek to change that "system."

Predictively, with a subset of those variables used in the descriptive analysis to profile the two-year college student, the high school graduate, and the four-year college student, we were able with a regression analysis to account for slightly more than half of the variance generated by the actual post-secondary

educational behavior of our sample. However, in a path analytic mode, the regression analysis revealed that whether a student continues his or her education beyond high school depends more upon merit, indicated by scholastic ability, educational ambition, academic achievement, or an educational decision, than it does upon the ascriptive characteristic of social class, indicated by the occupational and educational characteristics of the parents.

Finally, and again with a subset of those variables employed in the development of our descriptive profiles, we were able with a discriminant analysis to classify correctly into their respective post-secondary educational activities almost as large a percentage of students with measures drawn basically from the ninth grade as with measures drawn primarily from the twelfth grade.

Implications

Students who enter a two-year college do indeed represent a population of individuals different from those represented by just high school graduates, on the one hand, or by those who are entrants to a four-year college, on the other. The distinctive compositional characteristics of the two-year college population is not limited only to socioeconomic origin, scholastic ability, or to high school academic performance. Quite to the contrary, the compositional differences of the two-year college students extend into the high school domain of curriculum location, participation in the extra-curriculum, feelings about what the teacher thinks of one's performance and behavior, and to reports about whether one has been encouraged to go on to college by the teacher or the guidance counselor. Moreover, the compositional characteristics which rank the population of the two-year college entrant above the population of high school graduates and below that of the four-year college entrant penetrate even into the student's own sense of environmental mastery and feelings of self worth.

Of course, it is no surprise to find evidence of these differences late-on in the high school life cycle, that is, in the last month or so of the twelfth grade. It is somewhat of a surprise, however, to find evidence of these differences early-on in the high school life cycle, that is, in the last month or so of the ninth grade!

Both the content of the compositional characteristics which distinguish the two-year college student from others and the fact that such a distinction can be made so early-on in the high school life cycle lend empirical support to what Bowles

and Gintis have termed the "correspondence principle." As they have recently defined the correspondence principle:

> The educational system helps integrate youth into the economic system, we believe, through a structural correspondence between its social relations and those of production. The structure of social relations in education not only insures the student to the discipline of the work place, but develops the types of personal demeanor, modes of self-presentation, self-image, and social-class identifications which are the crucial ingredients of job adequacy. Specifically, the social relationships of education -- the relationships between administrators and teachers, teachers and students, students and students, and students and their work -- replicate the hierarchical division of labor . . . . Different levels of education feed workers into different levels within the occupational structure and correspondingly, tend toward an internal organization comparable to levels in the hierarchical division of labor. As we have seen, the lowest levels in the hierarchy of the enterprise emphasize rule-following, middle levels, dependability, and the capacity to operate without direct and continuous supervision, while the higher levels stress the internalization of the norms of the enterprise. Similarly, in education, lower levels (junior and senior high school) tend to severly limit and channel the activities of students. Somewhat higher up in the educational ladder, teacher and community colleges allow for more independent activity and less overall supervision. At the top, the elite four-year colleges emphasize social relationships conformable with the higher levels in the production hierarchy.[37]

In a similar vein, Galtung has advanced the thesis that "the schools are partly a reproduction, partly a reinforcement, of the social and economic structure of society at large (emphasis in the original)."[38] Galtung continues by noting that:

> A process of allocation occurs whereby the output of the schooling sorting process is fed into the productive machinery of society. By and large, what happens is the following: primary school graduates are put into the primary sector doing agriculture and extraction work; secondary school graduates are put into the secondary sector as skilled workers, functionaries; and tertiary graduates are put into the tertiary sector as professionals and administrators.[39]

We would supplement Galtung's description of the parallel structure of schooling and the economy simply by adding that at least in the U.S., the tertiary level of schooling must be further differentiated into two and four-year college levels.

Related to the correspondence principle of Bowles and Gintis and to the thesis that the "schools are partly a reproduction, partly a reinforcement, of the social and economic structure of society at large" of Galtung, is the theory of labor market segmentation. Jobs may be classified either as being in the primary

or in the secondary sector. Those in the primary sector, to cite Carroll and Morrison's description of this theory in their recent RANN report on the National Longitudinal Study of High School Seniors to the Department of Health, Education, and Welfare:

> are characterized by relative job stability, relatively high wages, and a pattern of wage progression. These jobs are full-time and year-round and require skills developed through practice and experience. Promotion is often governed by seniority.

Jobs in the secondary sector, in contrast:

> require little training and few skills; they can be quickly learned. They offer low wages and fringe benefits, poor working conditions, and little opportunity for promotion.[40]

Proponents of the theory of a segmented labor market argue that "the primary unit of analysis should not be the individual employer or employee, but social groups or classes," (inasmuch as the segmentation hypothesis is based on the assumption that) "workers are sorted between the primary and secondary markets on the basis of their social class background or such ascribed characteristics as race, sex, or ethnicity. These factors, not abilities, or skills are what matter."[41]

Certainly we are not prepared to argue that our data provide a rigorous test of any of these conceptualizations of the hierarchical parallel structuring of the educational and economic order. We are prepared to argue, however, that our data are consistent with the notion of a correspondence or isomorphism between the template that defines the social relations of the school and the template which defines the social relations of the workplace. For, as we have seen, at least as early as the ninth grade, it is possible to distinguish systematically between groups of students on a wide range of variables which relate, in the short run, to their educational attainment and, in the longer run, to their occupational attainment. As early as the ninth grade, students who will enter a four-year college and hence gain access to professional and managerial positions are distinguishable from other categories of students by virtue of the fact that they are: 1) from families of greater socioeconomic privilege, 2) brighter, 3) higher achievers academically, 4) more ambitious educationally, 5) more confident both of their ability to control the environment and of their own worth as individuals. By contrast, as early as the ninth grade, students who will, in all probability, not advance beyond the high

school diploma and hence have access only to technical, minor white-collar, and skilled and semi-skilled blue-collar jobs, are distinguishable from other categories of students by virtue of the fact that they are: 1) from families of lesser socio-economic privilege, 2) less capable intellectually, 3) lower achievers academically, 4) less ambitious educationally, and 5) less confident both of their ability to control the environment and of their own worth as individuals.

In-between those two extremes lie the two-year college student. Their unexceptional class origins, their modest level of ambition and achievement, and their neither overly negative nor positive posture toward environmental mastery or to their own sense of self-worth, make them candidates for jobs in the lower-levels of the tertiary sector of the economy or in the upper-levels of the secondary sector. These are the individuals who, after they leave the community college, will work as sales representatives; social service, hospital, and nursing home aides; audio-visual technicians; county and city government functionaries; medical and dental technicians; engineering aides; chemical technicians, etc., etc.

Schools are then, in Galtung's words, "partly a reproduction, partly a reinforcement, of the social and economic structure of the society at large." Differentiation by occupational attainment depends to a considerable degree on differentiation by educational attainment and differentiation by educational attainment is detectable as early-on as the ninth grade, probably even sooner were the data to be available to test that hypothesis. But the primary basis of that differentiation within the schools is <u>not</u> social class, as many of the proponents of the correspondence principle and of the theory of labor market segmentation argue. More important that social class as the basis by which individuals are allocated into varying levels of educational and, subsequently, occupational attainment is merit. For, as we have seen in this text, whether the individual merely completes high school, enters a four-year college, or enters a two-year college, depends more upon scholastic ability, ambition, and achievement than it does upon the occupational and educational characteristics of the parents.

REFERENCES

1. Jerome Karabel, "Community Colleges and Social Stratification," Harvard Educational Review, 42(November, 1972), pp. 521-562.

2. Ibid.

3. U.S. Department of Health, Education, and Welfare, Education Division, National Center for Education Statistics, Projections of Educational Statistics to 1980-81, 1971 edition, Washington: Government Printing Office. See also the 1974 edition.

4. Ibid.

5. For one of the earliest and most perceptive discussions of this issue and of the two-year college "manages" the issue, see Burton R. Clark, "The 'Cooling Out' Function in Higher Education," The American Journal of Sociology, 65(May 1960), pp. 569-76.

6. These brief descriptive generalizations are from Karabel, op. cit.

7. Jerald G. Bachman, Swayzer Green, Ilona D. Wirtanen, Dropping Out-Problem or Symptom?, Youth in Transition, Volume III, (Ann Arbor: Institute for Social Research, 1971), p. 8.

8. Operational measures for each of our variables are contained in Appendix A. Measures will be indexed by: a) the survey questionnaire in which they appear--i) grade nine, the green instrument, ii) grade twelve, the blue instrument, and iii) post high school, the white instrument; b) the page number of the questionnaire on which the item appears; and c) the item number of that measure. The basic item used to ascertain the occupation of the father is located on page 6 of the grade nine questionnaire, item number 49-51 and 52-59; the basic item used to ascertain the education of the father is located on page 2 of the grade nine questionnaire, item number 25-27 while that for the mother is from the grade nine questionnaire, page 8, item number 31-33. Each measure has been scaled in the respective occupational or educational metric of the Hollingshead Two Factor Index of Social Position. See August B. Hollingshead, The Two Factor Index of Socia. Position, New Haven, Yale University press, 1957 (mimeograph).

9. Grade nine: p. 3 item 58 and p. 6, item 48. Grade twelve: p. 14, item 53, p. 15, item 65.

10. Grade nine: p. 6, item 60. Grade twelve: p. 4, item 46.

11. Grade nine: p. 2, item 21. Grade twelve: p. 2, item 17. Both of these measures were dichotomized into college-preparatory or academic program (response levels 1 and 2) and non-college preparatory or non-academic program (response levels 3 through 7) and then treated as "dummy variables," with a code of zero assigned to the academic program level and a code of 1 assigned to the non-academic level.

12. Grade nine: p. 2, item 24. Grade twelve: page 3, item 28.

13. Grade nine: p. 13, items 33, 36, and 39. Grade twelve: p. 15, item 24. For grade nine, the three items were first converted to the Hollingshead education metric and then combined into an index indicating whether nine, one, two, or three of the three close friends were intending to enroll in college.

14. Grade nine: p. 14, items 57-79. Grade twelve: page 10, items 26-41. The "open-ended" responses to the grade nine probe were subsequently converted into a matrix-format identical with that in the grade twelve questionnaire. Scores were then assigned indicating the number of extra-curricular activities in which the student reported participation.

15. Grade nine: p. 4, items 34-35. Grade twelve: p. 7, item 46-47. Each item was converted to the Hollingshead education metric. Although virtually the same measure was employed for both the grade nine and the grade twelve surveys, we have chosen to refer to the grade nine measure as that of an educational ambition because of its greater tendency to reflect a motivational component and to the grade twelve measure as that of an educational decision because of its greater tendency to reflect a reality component. For further discussion of such a distinction, see for example, Karl L. Alexander and Bruce K. Eckland, "Basic Attainment Processes: A Replication and Extension," Sociology of Education, 48(Fall 1975), pp. 457-495; and Mark Granovetter, review of William H. Sewell, et. al. Education, Occupation, and Earnings: Achievement in the Early Career, in the Harvard Educational Review, 46(February 1976), pp. 123-127.

16. Grade twelve: item for school work is on p. 4, item 50; item for behavior is on p. 14, item 54.

17. Grade twelve: p. 15, item 67.

18. Grade twelve: teacher encouragement is on p. 5, item 53; counselor encouragement is on p. 6, item 24. Both items were converted to the Hollingshead education metric.

19. Cumulative grade point average data for grades nine, ten, and eleven were secured directly from each of the participating school systems. Comparability between the different grading systems of each participating school system was achieved through conversion of each grading system into stanine scores (see J.P. Guilford, Fundamental Statistics in Psychology and Education 4th ed., (New York: McGraw Hill Book Company, 1965), p. 528.

20. Grade nine: p. 7, items 20, and 28; p. 12, items 20,24, and 29. Grade twelve: p. 3, items 33 and 36; p. 9, items 19, 21, and 22. NOTE: Because the Likert-type response format used in the grade nine survey contained four levels of response while that used in the grade twelve survey contained six levels of response, over-time comparisons should be made with more than the usual degree of caution.

21. Grade nine: p. 3, items 61, 62, 63, 64, and 65; p. 9, items 48, 49, 50, 51, and 52. Grade twelve: p. 6, items 17, 18, 19, 20, and 21; p. 8, items 67, 68, 69, 70, and 71. NOTE: The use of four Likert-type response levels in the grade nine survey and of six Likert-type response levels in the grade twelve survey warrant more than the usual degree of caution when making across-time trend comparisons. For the source of these items, see: Morris Rosenberg, Society and the Adolescent Self-Image, (Princeton: Princeton University Press, 1965).

22. Grade twelve only: p. 2, items 19, 20, 21, 22, 23, 24, and 25.

23. Hollingshead, op. cit.

24. Alexander and Eckland, op. cit., Granovetter, op. cit.

25. Karabel (op. cit., p. 532) for example, reports that "Whatever the precise figures, we can surely say that no more than half of the over 70 percent of community college students who aspire to a bachelor's degree upon entrance transfer to a four-year institution." Although transfer data are not available for our cohort, high school graduating class of 1970, data compiled by the community college attended by the vast majority of our two-year college students for the community college graduating class of 1975 indicates that among individuals who remain in the community college for two years, about 41 percent transfer to a four-year institution.

26. Karabel, ibid.

27. Clark, op.cit.

28. James S. Coleman, et. al., Equality of Educational Opportunity, (Washington, D.C.: ULSL Government Printing Office, 1966), pp. 324-325.

29. Grade nine: p. 7, items 18 and 29; p. 12, item 27. Grade twelve: p. 4, item 41, p. 9,items 18 and 24.

30. Rosenberg, op.cit.

31. Generations Apart. A study of the generation gap conducted for CBS News by Daniel Yankelovich, Inc. for use in the CBS News series, CBS Reports: Generations Apart, "A Question of Values," A Profile of Dissent," "The Youth International." (New York: Columbia Broadcasting System, Inc. 1969).

32. Richard A. Rehberg and Evelyn Rosenthal. Social Class and Merit in the American High School. (New York: David McKay Company, Inc., forthcoming).

33. David R. Heise, "Problems in Path Analysis and Causal Inference," in Edgar F. Borgatta, ed., Sociological Methodology, 1969 (San Francisco: Jossey-Bass, Inc., 1969).

34. John M. Finney, "Indirect Effects in Path Analysis," Sociological Methods and Research, 1(November 1972), pp. 175-186. Duane F. Alwin and Robert M. Hauser, "The Decomposition of Effects in Path Analysis," American Sociological Review 40(February 1975), pp. 37-47.

35. William H. Sewell and Robert M. Hauser, Education, Occupation, and Earnings: Achievement in the Early Career. Department of Sociology, University of Wisconsin--Madison, March 1974. A final report of research carried out under Grant No. 314, Social and Rehabilitation Service, Social Security Administration, Department of Health, Education and Welfare, Washington, D.C. Karl Alexander and Bruce K. Eckland, Effects of Education on the Social Mobility of High School Sophomores Fifteen Years Later (1955-1970). Institute for Research in Social Science, University of North Carolina, Chapel Hill, North Carolina. Final report, Project No. 10202, Grant No. OEG-4-71-0037. U.S. Department of Health, Education and Welfare. National Institute of Education.

36. The discriminant analysis program used here is that from Norman H. Nie, et. al., SPSS: Statistical Package for the Social Sciences, 2nd ed., (New York: McGraw Hill, 1975.)

37. Samuel Bowles and Herbert Gintis. Schooling in Capitalist America (New York: Basic Books, 1976), p. 131.

38. Johan Galtung, "Schooling and Future Society," School Review 83(August, 1975), pp. 533-568.

39. Ibid, p. 549.

40. Stephen J. Carroll and Peter A. Morrison, National Longitudinal Study of High School Seniors: An Agenda for Policy Research. (Santa Monica: Rand Corporation, 1976). A report prepared for the Department of Health, Education, and Welfare, pp. 25-27.

41. Ibid.

(NUMERIC)

SURVEY OF CAREER PREFERENCES

(LAST NAME)

(FIRST NAME)

PLEASE PRINT

(FULL NAME OF YOUR SCHOOL)

(NAME OF CITY OR TOWN)

PURPOSE OF THE RESEARCH

This study is being conducted in many high schools. The purpose of the study is to learn about the educational and occupational interests of students. These interests have important consequences not only for you as an individual but also for the society in which we live. In addition to learning about your own educational and occupational interests, the study seeks to learn some of the reasons why different people have different educational and occupational interests. If we can learn some of these reasons, then it may be possible to know several years ahead of time whether there are going to be too many or too few classrooms or whether in the future there is going to be a shortage of physicists, automobile mechanics, and telephone operators as there is in the country today. Of course, there are many and complicated reasons for people having different kinds of educational and occupational interests. This is why there are many different kinds of items in this questionnaire. By reading each item in the questionnaire carefully and by answering each item honestly, you can personally help to make this survey a true reflection of the interests of high school students.

THIS IS NOT A TEST. There are no right or wrong answers. There are only responses which are frank and honest. *No one in your school or your community will ever see your questionnaire or your responses.* Please answer each item to the best of your ability. Please answer each item frankly and honestly.

INSTRUCTIONS

I. A number of items use the terms "mother", "father", "sister", and "brother". If you are currently living with your natural mother and father and natural brother and sister, these terms should be taken to mean your natural parents and natural brothers and sisters. If you are not currently living with your natural mother or father, or with your natural brothers and sisters, then the terms should be taken to mean your *step*-mother, *step*-father, male guardian, or female guardian, *step*-brother, or *step*-sister.

II. READ ALL INSTRUCTIONS very carefully, especially those instructions on page 4.

III. A few items ask you to write several words. *Please write very clearly.*

IV. If you have a problem, raise your hand and a research worker will come to your place and assist you. *Please continue to answer the items with which you have no problem until the research worker comes to your place.* Otherwise, you will not finish on time.

V. GIRLS: In answering the items on occupations, you should think of "housewife" as an occupation.

SAMPLE ITEM

Most of the items in the questionnaire can be answered by placing an (X) in the parenthesis to the left of the response choice which you select as your answer.

A sample item would be:

75. Which sport do you like best?

1. ( ) Tennis	4. ( ) Hockey
2. (X) Football	5. ( ) Golf
3. ( ) Basketball	6. ( ) Baseball

The person responding to this item liked football best so he placed an (X) in the bracket to the left of the response choice which said "football."

Thank You: You May Now Turn To Page Two and Begin.

CARD ONE

16. How old are you today?

1. ( ) 13 years
2. ( ) 14 years
3. ( ) 15 years
4. ( ) 16 years
5. ( ) 17 years
6. ( ) 18 years
7. ( ) 19 years
8. ( ) 20 years or more

17. What is your sex?

1. ( ) Male
2. ( ) Female

Are your mother and father now living?

1. ( ) Both are living.
2. ( ) Only my father is living.
3. ( ) Only my mother is living.
4. ( ) Neither parent is living.

18-20. What are the ages of EACH ONE of your brothers and sisters? NOTE: If you have no brothers and/or no sisters, place a checkmark in the category "No brothers," or "No sisters."

Brothers		Sisters
_____		_____
_____	*Oldest*	_____
_____		_____
_____	*to*	_____
_____		_____
_____	*Youngest*	_____
_____		_____
_____		_____

No Brothers ( ) No Sisters ( )

21. What kind of program are you taking in school?

1. ( ) Academic or College Prep.
2. ( ) Science
3. ( ) General
4. ( ) Commercial or Business
5. ( ) Vocational Agriculture
6. ( ) Vocational Industrial Arts
7. ( ) Other (Specify: _____)

22. How important is it for you to be an athlete in school?

1. ( ) It is *not important* to me personally that I be an athlete in school
2. ( ) It is *somewhat important* to me personally that I be an athlete in school
3. ( ) It is *very important* to me personally that I be an athlete in school

23. With whom do you live?

1. ( ) With both my father and mother
2. ( ) With only my father
3. ( ) With only my mother
4. ( ) With my father and *step*-mother
5. ( ) With my mother and *step*-father
6. ( ) With my aunt and/or uncle
7. ( ) With my grandparents
8. ( ) With other relatives or guardians
9. ( ) Other (Specify: _____)

(Continued in next column)

24. On the average, how much time do you spend doing homework outside of school, like late in the afternoon, at night, etc.?

1. ( ) none, or almost none
2. ( ) less than ½ hour a day
3. ( ) about ½ to ¾ hours a day
4. ( ) about 1 hour a day
5. ( ) about 1½ to 1¾ hours a day
6. ( ) about 2 hours a day
7. ( ) about 3 or more hours a day

25-27. How far did your father go in school?

01. ( ) He has no formal schooling
02. ( ) He did not go any further than sixth grade in elementary school
03. ( ) He did not go any further than ninth grade in high school
04. ( ) He did not go any further than eleventh grade in high school
05. ( ) He finished high school
06. ( ) He went to trade or technical school but did not finish
07. ( ) He finished trade or technical school
08. ( ) He went to business school but did not finish
09. ( ) He finished business school
10. ( ) He went to college but did not finish
11. ( ) He finished college
12. ( ) He went to graduate or professional school but did not finish
13. ( ) He finished graduate professional school
14. ( ) Do not know

28-47. Of all the boys in your grade, which boy:
(You may name the same person more than once.)

	His First Name	*His Last Name*
1. Is the best athlete?	_____	_____
2. Is the best student?	_____	_____
3. Do the girls like the best?	_____	_____
4. Would you most like to be friends with?	_____	_____

48. How often do you attend a worship service in a church, temple, or synagogue?

1. ( ) Never
2. ( ) Seldom
3. ( ) Several times a year
4. ( ) About once a month
5. ( ) Two or three times a month
6. ( ) About once a week
7. ( ) More than once a week

CARD ONE

16. How old are you today?

1. ( ) 13 years
2. ( ) 14 years
3. ( ) 15 years
4. ( ) 16 years
5. ( ) 17 years
6. ( ) 18 years
7. ( ) 19 years
8. ( ) 20 years or more

17. What is your sex?

1. ( ) Male
2. ( ) Female

Are your mother and father now living?

1. ( ) Both are living.
2. ( ) Only my father is living.
3. ( ) Only my mother is living.
4. ( ) Neither parent is living.

18-20. What are the ages of EACH ONE of your brothers and sisters? NOTE: If you have no brothers and/or no sisters, place a checkmark in the category "No brothers," or "No sisters."

Brothers		Sisters
_____		_____
_____	*Oldest*	_____
_____	*to*	_____
_____		_____
_____	*Youngest*	_____
_____		_____
_____		_____

No Brothers ( ) No Sisters ( )

21. What kind of program are you taking in school?

1. ( ) Academic or College Prep.
2. ( ) Science
3. ( ) General
4. ( ) Commercial or Business
5. ( ) Vocational Agriculture
6. ( ) Vocational Industrial Arts
7. ( ) Other (Specify: _____)

22. How important is it for you to be an athlete in school?

1. ( ) It is *not important* to me personally that I be an athlete in school
2. ( ) It is *somewhat important* to me personally that I be an athlete in school
3. ( ) It is *very important* to me personally that I be an athlete in school

23. With whom do you live?

1. ( ) With both my father and mother
2. ( ) With only my father
3. ( ) With only my mother
4. ( ) With my father and *step*-mother
5. ( ) With my mother and *step*-father
6. ( ) With my aunt and/or uncle
7. ( ) With my grandparents
8. ( ) With other relatives or guardians
9. ( ) Other (Specify: _____)

(Continued in next column)

24. On the average, how much time do you spend doing homework outside of school, like late in the afternoon, at night, etc.?

1. ( ) none, or almost none
2. ( ) less than ½ hour a day
3. ( ) about ½ to ¾ hours a day
4. ( ) about 1 hour a day
5. ( ) about 1½ to 1¾ hours a day
6. ( ) about 2 hours a day
7. ( ) about 3 or more hours a day

25-27. How far did your father go in school?

01. ( ) He has no formal schooling
02. ( ) He did not go any further than sixth grade in elementary school
03. ( ) He did not go any further than ninth grade in high school
04. ( ) He did not go any further than eleventh grade in high school
05. ( ) He finished high school
06. ( ) He went to trade or technical school but did not finish
07. ( ) He finished trade or technical school
08. ( ) He went to business school but did not finish
09. ( ) He finished business school
10. ( ) He went to college but did not finish
11. ( ) He finished college
12. ( ) He went to graduate or professional school but did not finish
13. ( ) He finished graduate professional school
14. ( ) Do not know

28-47. Of all the boys in your grade, which boy:
(You may name the same person more than once.)

	His First Name	*His Last Name*
1. Is the best athlete?	_____	_____
2. Is the best student?	_____	_____
3. Do the girls like the best?	_____	_____
4. Would you most like to be friends with?	_____	_____

48. How often do you attend a worship service in a church, temple, or synagogue?

1. ( ) Never
2. ( ) Seldom
3. ( ) Several times a year
4. ( ) About once a month
5. ( ) Two or three times a month
6. ( ) About once a week
7. ( ) More than once a week

49. **Generally, when your father makes decisions which concern you or when he makes rules for you to follow, does he explain to you the reasons for the decisions or for the rules?**

1. ( ) He *almost never* explains his decisions or rules to me
2. ( ) He *once in a while* explains his decisions or rules to me
3. ( ) He *usually* explains his decisions or rules to me
4. ( ) He *almost always* explains his decisions or rules to me

What sort of things does it take to give a student importance, prestige, influence, etc., with other students in your school?, i.e., good grades, coming from the right family, being an athlete, etc. Try to name at least three, from first to third most important.

50. 1st most important: _____

51. 2nd most important: _____

52. 3rd most important: _____

53. 4th most important: _____

54-55. **What is the religious preference of your father?** NOTE: Please be as precise as possible in giving the specific religious preference of your father. Example: Baptist, Methodist, Roman Catholic, Reform Jewish, United Church of Christ, etc.

_____

Religious Preference of Father

56. **Regardless of what other students think, how do you personally feel about a good student being an athlete?**

1. ( ) I don't think that a good student should be an athlete
2. ( ) It doesn't make any difference to me whether a good student is an athlete
3. ( ) I think it is somewhat important that a good student be an athlete
4. ( ) I think it is very important that a good student be an athlete

57. **How often does your father attend a worship service in a church, temple, or synagogue?**

1. ( ) Never
2. ( ) Seldom
3. ( ) Several times a year
4. ( ) About once a month
5. ( ) Two or three times a month
6. ( ) About once a week
7. ( ) More than once a week

58. **During the last few years or so, has your father wanted you to continue your education beyond high school,** that is, to go to a trade or business school, to college, etc.?

1. ( ) Yes, he has stressed it a lot
2. ( ) Yes, he has stressed it somewhat
3. ( ) Yes, but he has seldom mentioned it
4. ( ) He hasn't said one way or the other
5. ( ) No, he would rather that I did not go beyond high school

59. **Generally, over the past 5 to 8 years or so, how often have your parents praised or rewarded you when you did something very well?**

1. ( ) Hardly at all
2. ( ) Sometimes
3. ( ) Fairly often
4. ( ) Very often
5. ( ) Almost every time

60. **Generally, which one of the following statements best describes how students in your school feel about athletes being good students and good students being athletes?**

1. ( ) They feel it doesn't matter if an athlete is a good student or if a good student is an athlete
2. ( ) They feel a good student should be an athlete, but it doesn't matter if an athlete is a good student
3. ( ) They feel an athlete should be a good student, but it doesn't matter if a good student is an athlete
4. ( ) They feel that an athlete should be a good student and that a good student should be an athlete

Here are five statements about yourself. After you read each statement, indicate how strongly you agree or disagree with it by placing an "X" in the approprate box.

61. **I feel that I have a number of good qualities.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

62. **On the whole, I am satisfied with myself.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

63. **All in all, I am inclined to feel that I am a failure.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

64. **I feel I do not have much to be proud of.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

65. **I wish I could have more respect for myself.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

66. When your mother disciplines or punishes you, how does she usually do it?

1. ( ) She usually spanks, slaps, or strikes me
2. ( ) She usually nags or makes fun of me
3. ( ) She usually takes away one or more of my privileges or things I like to do, such as not letting me use the car, go out at night or on weekends, not letting me watch TV, etc.
4. ( ) She usually tries to show me what it was I did wrong then talks with me so that I won't do it again

67. Generally, which one of the following statements best describes how most teachers feel about athletes and good students in your school?

1. ( ) They feel that an athlete should be a good student and that a good student should be an athlete
2. ( ) They feel an athlete should be a good student, but it doesn't matter if a good student is an athlete
3. ( ) They feel a good student should be an athlete, but it doesn't matter if an athlete is a good student
4. ( ) They feel it doesn't matter if an athlete is a good student or if a good student is an athlete

68. In general, how are most decisions between you and your father made?

1. ( ) My father usually doesn't care what I do.
2. ( ) I usually can do what I want regardless of what my father thinks
3. ( ) I usually can make my own decisions, but my father would like for me to consider his opinion
4. ( ) My opinions usually are as important as my father's in deciding what I should do
5. ( ) I have considerable opportunity to make my own decisions, but my father usually has the final word
6. ( ) My father listens to me, but usally he makes the decision
7. ( ) My father usually just tells me what to do.

CARD TWO

INSTRUCTIONS: The following few items are about your plans for a job and for an education. There are two types of questions. One type is called "LIKE TO" and the other type is called "EXPECT TO". There is a **very important difference** between the "LIKE TO" and the "EXPECT TO" types of questions.

A "LIKE TO" question on jobs, for example, asks you to choose, from all the jobs you know about, the job you would *really* LIKE TO have when you finish your education. However, sometimes there is a difference between the job a person would *really* LIKE TO have and the job he *actually* EXPECTS TO have. For example, Bob may *really* LIKE TO become an aeronautical engineer. But, he knows that he cannot afford the college education which the job of aeronautical engineer requires. So, instead, he *actually* EXPECTS TO become an aircraft mechanic, a job with aircraft that does not require a college education.

When you answer the questions below, please REMEMBER the *very important difference* between "LIKE TO" and "EXPECT TO" questions. Answer them to the best of your ability. Answer them frankly and honestly. Thank you.

16-23. SUPPOSING you could have the necessary abilities, education, grades, money, etc., what kind of work would you really LIKE TO do after you finish your education?, that is, after you get out of high school, technical, business, nursing school, or college. PLEASE BE VERY SPECIFIC. NOTE: If you would really LIKE TO go into the military, please specify the military rank you would really LIKE TO have.

_____

(SPECIFIC NAME OR TITLE OF job I would *really* LIKE TO have.)

24-31. CONSIDERING your abilities, grades, financial resources, chances for technical school, college, etc., what kind of work do you actually EXPECT TO do after you finish your education?; that is, after you get out of high school, technical, business, nursing school, or college? PLEASE BE VERY SPECIFIC. NOTE: If you actually EXPECT TO go into the military, please specify the military rank you actually EXPECT TO get.

_____

(SPECIFIC NAME OR TITLE OF job I *actually* EXPECT TO get.)

32-33. SUPPOSING you had the necessary abilities, grades, money, etc., how far would you really LIKE TO go in school?

1. ( ) 10th or 11th grade
2. ( ) Graduate from high school
3. ( ) Trade or technical school
4. ( ) Two-year business school
5. ( ) Nursing school
6. ( ) Two years of college
7. ( ) Four years of college
8. ( ) Graduate or professional school

34-35. CONSIDERING your abilities, grades, financial resources, etc., how far do you actually EXPECT TO go in school?

1. ( ) 10th or 11th grade
2. ( ) Graduate from high school
3. ( ) Trade or technical school
4. ( ) Two-year business school
5. ( ) Nursing school
6. ( ) Two years of college
7. ( ) Four years of college
8. ( ) Graduate or professional school

36. **Generally, over the past 5 to 8 years or so, have your parents stressed or emphasized that you should take pride in things that you have done well?**

1. ( ) Yes, they have stressed it a lot
2. ( ) Yes, they have stressed it somewhat
3. ( ) Yes, but they have seldom mentioned it
4. ( ) They haven't cared one way or the other
5. ( ) No, they would rather I not feel proud when I do something well

Generally, in talking with other people about what you are going to do after you get out of high school, how often do you talk with each of the following kinds of persons about whether or not you are going to continue your education after high school, such as whether or not you are going to trade school, college, etc.?

IBM	Type of Person	*How often I talk with each of these kinds of persons about whether or not I am going to continue my education after high school?*			
		Never	Sometimes	Often	Almost Constantly
37.	With my teachers				
38.	With my friends				
39.	With my father				
40.	With the guidance counselor				
41.	With the athletic coach				
42.	With my clergyman				
43.	With my mother				
44.	With my brothers or sisters				
45.	With a friend of the family				
46.	With friends of mine in college				

CARD THREE

In most schools there are usually one or two groups of students who have a lot of influence on student life around the school, i.e., the "in" group or the "leading crowd." What about in your school? How many groups of students are there that seem to exercise influence, that seem to be "in the middle of things" one way or another?

1. ( ) One group
2. ( ) Two groups
3. ( ) There are no such groups in this school

What is the best way to name and describe these one or two groups you had in mind when you answered the last question? Try to give the group or groups the name most students use in talking about it and describe the group or groups in terms of the interests and behaviors of its members.

Group A

Name:

Description:

Group B

Name:

Description:

Of the group or groups you just named, which one has has the most influence on student life?

1. ( ) Group A
2. ( ) Group B

What does it take to become a member of the group with the most influence, i.e., like coming from the right family, being a good student, an athlete, etc.?

Who are the students in the group with the most influence? Try to name the top five.

First Name	*Last Name*	*First Name*	*Last Name*

47. **With regard to discipline and punishment, my father is:**

1. ( ) Very easy
2. ( ) Fairly easy
3. ( ) Fairly strict
4. ( ) Very strict

99

48. **During the last few years or so, has your mother wanted you to continue your education beyond high school,** that is, to go to a trade or business school, to college, etc.?

1. ( ) Yes, she has stressed it a lot
2. ( ) Yes, she has stressed it somewhat
3. ( ) Yes, but she has seldom mentioned it
4. ( ) She hasn't said one way or the other
5. ( ) No, she would rather that I did not go beyond high school

The following two questions are about your father's job and his employer. If your father is not currently employed or if your father is deceased, please give the name of the employer your father LAST worked for and the kind of job he LAST had.

49-51. **What is the full name of the company, business, or farm that your father works for?** For example: General Motors Car Company. (If your father works for himself, write "self-employed" and give the name of your father's business.)

_____

(Name of company, business, or farm which employs your father)

52-59. **What KIND OF WORK does your father do?** (PLEASE TRY TO GIVE THE SPECIFIC NAME OR TITLE OF HIS JOB, for example, "delivery truck driver", and DESCRIBE what he does. For example, "he drives a local delivery truck." ALSO: if your father is in the military, please GIVE HIS SPECIFIC MILITARY RANK.)

_____

(Specific name or title of father's job or his military rank)

_____

(Brief description of what he does)

_____

_____

60. **Would you say that in your home it has been just about taken for granted that you will continue your education after you get out of high school?**

1. ( ) Yes 2. ( ) No 3. ( ) Do not know

61. **Generally, over the past 5 to 8 years, have your parents stressed or emphasized that you should try to come out on top in games, sports, and the like?**

1. ( ) No, they would rather I not try to come out on top in games, sports, etc.
2. ( ) They haven't said one way or another
3. ( ) Yes, but they have seldom mentioned it
4. ( ) Yes, they have stressed it somewhat
5. ( ) Yes, they have stressed it a lot

62. **How important is it to you personally that you be a good student?**

1. ( ) It is *not important* to me personally that I be a good student
2. ( ) It is *somewhat important* to me personally that I be a good student
3. ( ) It is *very important* to me personally that I be a good student

63. **In general, how are most decisions between you and your mother made?**

1. ( ) My mother usually just tells me what to do
2. ( ) My mother listens to me, but usually she makes the decision
3. ( ) I have considerable opportunity to make my own decisions, but my mother usually has the final word
4. ( ) My opinions usually are as important as my mother's in deciding what I should do
5. ( ) I usually can make my own decision, but my mother would like for me to consider her opinion
6. ( ) I usually can do what I want regardless of what my mother thinks
7. ( ) My mother usually doesn't care what I do

ASSUME FOR THE MOMENT that you are going to continue your education after high school and go on to technical school, college, etc. Below are some reasons why students want to continue their education after high school. Indicate how important each reason is to you personally if you were to go to technical school, college, etc.

IBM	Reason	*How Important To Me?* VERY Important	SOMEWHAT Important	NOT AT ALL Important
64.	To get a better job or a higher income			
65.	To be better able to understand and appreciate ideas			
66.	To develop my ability to get along with different kinds of people			
67.	To develop my moral capacities, ethical standards and values			
68.	To prepare me for a happy marriage and family life			

CARD FOUR

16. **How much time, on the average, do you spend in practicing for, training for, or actually competing in interscholastic sports,** that is, in sports where your school competes against another school?

1. ( ) None, or almost none
2. ( ) about ½ hour a day
3. ( ) about 1 hour a day
4. ( ) about 1½ hours a day
5. ( ) about 2 hours a day
6. ( ) about 2½ hours a day
7. ( ) about 3 hours a day
8. ( ) more than 3 hours a day

17. **How often does your father give you praise, encouragement, or approval for what you do?**

1. ( ) Almost never
2. ( ) Very seldom
3. ( ) Once in a while
4. ( ) Frequently
5. ( ) Very often

Here are some statements which students have opinions about. Please indicate how you personally feel about each statement by placing an "X" near "Strongly Agree" if you agree with it strongly, near "Agree" if you just agree with it, near "Disagree" if you just disagree with it, or near "Strongly Disagree" if you strongly disagree with it.

18. **When a person is born, the success he is going to have is already in the cards, so he might as well accept it and not fight against it.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

19. **A person's job should come first, even if it means spending less time in recreation and play.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

20. **The more education a person has, the better able is he to really enjoy and appreciate life.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

21. **A person should make plans for his life and not just accept what comes along.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

22. **When a person is making an important decision, he should consider the advice of his parents as more important than the advice of his friends.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

23. **A high school education is worth the time and effort it requires.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

24. **Whatever a person does, he should try to do it better than anyone else.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

25. **Generally, it is possible for a person to plan his future so that more things will come out right than wrong in the long run.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

26. **After a person is married, his (or her) main loyalty should continue to be to his (or her) parents.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

27. **A person should make serious efforts to overcome those obstacles put in his path by other people.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

28. **In business and industry, a person without a college education can get ahead just as rapidly as a person with a college education.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

29. **Other people have more control over a person's future than the person himself does.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

30. **Which ONE of the following statements is most true about continuing your education after high school?**

1. ( ) My father *never* urges me to continue my education
2. ( ) My father *sometimes* urges me to continue my education
3. ( ) My father *often* urges me to continue my education
4. ( ) My father *constantly* urges me to continue my education

31-33. **How far did your mother go in school?**

01. ( ) She has no formal schooling
02. ( ) She did not go any further than sixth grade in elementary school
03. ( ) She did not go any further than ninth grade in high school
04. ( ) She did not go any further than eleventh grade in high school
05. ( ) She finished high school
06. ( ) She went to technical or business school but did not finish
07. ( ) She finished technical or business school
08. ( ) She went to nursing school but did not finish
09. ( ) She finished nursing school
10. ( ) She went to college but did not finish
11. ( ) She finished college
12. ( ) She went to graduate or professional school but did not finish
13. ( ) She finished graduate or professional school
14. ( ) Do not know

34. **If you could be remembered here at school for one of the six things below, which one would you like it to be?**

1. ( ) For being a good student
2. ( ) For being a good athlete
3. ( ) For being popular
4. ( ) For being a good student and a good athlete
5. ( ) For being a good student and very popular
6. ( ) For being a good athlete and very popular

35. **Generally, when your mother makes decisions which concern you or when she makes rules for you to follow, does she explain to you the reasons for the decisions or rules?**

1. ( ) She *almost always* explains her decisions or rules to me
2. ( ) She *usually* explains her decisions or rules to me
3. ( ) She *sometimes* explains her decisions or rules to me
4. ( ) She *once in a while* explains her decisions or rules to me
5. ( ) She *almost never* explains her decisions or rules to me

36. **How often does your mother give you praise, encouragement, or approval for what you do?**

1. ( ) Very often
2. ( ) Frequently
3. ( ) Once in a while
4. ( ) Very seldom
5. ( ) Almost never

For each of the items below, check which ones you and your parents agree about, which ones you disagree about, or which ones you have not discussed with your parents.

IBM	*The Items*	*Disagree*	*Agree*	*Have Not Discussed*
37.	Whether I should or should not continue my education after high school			
38.	What course of study I should take if I do continue my education			
39.	What college, technical school, etc. I should go to if I continue my education			
40.	Whether I should live away from home if I continue my education			
41.	How much it will cost if I do continue my education			

42. **With regard to discipline and punishment, my mother is:**

1. ( ) Very strict
2. ( ) Fairly strict
3. ( ) Fairly easy
4. ( ) Very easy

43-44. **If you were to continue your education after high school and go to trade school, college, etc., what subjects would you like most to study, i.e., liberal arts, business, science, etc.?**

_____

(Name or names of subjects I would like most to study)

45. **Regardless of what other students think, how do you personally feel about an athlete being a good student?**

1. ( ) I don't think that an athlete should be a good student
2. ( ) It doesn't make any difference to me whether an athlete is a good student
3. ( ) I think it is somewhat important that an athlete be a good student
4. ( ) I think that it is very important that an athlete be a good student

46. **Generally, over the past 5 to 8 years or so, have your parents stressed or emphasized that you should try to do things better than anyone else?**

1. ( ) Yes, they have stressed it a lot
2. ( ) Yes, they have stressed it somewhat
3. ( ) Yes, but they have seldom mentioned it
4. ( ) They haven't said one way or the other
5. ( ) No, they would rather I not try to do things better than other people

47. **Here are four statements which have been made about the Bible, and I'd like you to indicate which is closest to your own view.**

1. ( ) The Bible is God's Word, and all it says is true
2. ( ) The Bible was written by men inspired by God, and its basic moral and religious teachings are true, but because the writers were men, it contains some human errors.
3. ( ) The Bible is a valuable book because it was written by wise and good men, but God had nothing to do with it.
4. ( ) The Bible was writen by men who lived so long ago that it is of little value today

Here are five statements about yourself. After you read each statement, indicate how strongly you agree or disagree with it by placing an "X" in the appropriate box.

48. **I am able to do things as well as most other people.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

49. **At times I think I am no good at all.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

50. **I feel that I'm a person of worth, at least on an equal plane with others.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

51. **I take a positive attitude toward myself.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

52. **I certainly feel useless at times.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

Generally, concerning your educational future, about how often have these people: (1) ENCOURAGED you or SUGGESTED to you that you should continue your education after high school, such as by going to a trade school, college, etc., (2) DISCOURAGED you or SUGGESTED that you should not continue your education after high school?

		How Often Have These People ENCOURAGED ME:				DISCOURAGED ME:			
IBM	*Type of Person*	*Never*	*Some-times*	*Often*	*Almost Con-stantly*	*Never*	*Some-times*	*Often*	*Almost Con-stantly*
53.	Teachers								
54.	Neighbors								
55.	Brothers or sisters								
56.	Guidance counselors								
57.	School Principal								
58.	Athletic Coach								
59.	Clergyman								
60.	Relatives (other than parents)								
61.	Others (Please state type of person)								

CARD FIVE

16. **When your father disciplines or punishes you, how does he usually do it?**

1. ( ) He usually spanks, slaps, or strikes me
2. ( ) He usually nags or makes fun of me
3. ( ) He usually takes away one or more of my privileges or things I like to do, such as not letting me use the car, go out at night or on weekends, not letting me watch TV, etc.
4. ( ) He usually tries to show me what it was I did wrong and then talks with me so that I won't do it again

17. **What is your racial background?**

1. ( ) White
2. ( ) Negro
3. ( ) Oriental
4. ( ) Other (Specify: _____)

18. **In general, which one of the following best describes your own family?** PLEASE NOTE: The term "father" also includes "step-father", "guardian", etc. The term "mother" also includes "stepmother", "guardian", etc.

1. ( ) It is a family in which my mother is definite the head of the house and makes most of the important decisions herself without first talking things over with my father.
2. ( ) It is a family in which my mother is definitely the head of the house and makes most of the important decisions but usually talks things over first with my father.
3. ( ) It is a family in which both my father and my mother head the house together and they usually talks things over before both deciding what to do
4. ( ) It is a family in which my father is head of the house and makes most of the important decisions but usually talks things over first with my mother
5. ( ) It is a family in which my father is definitely the head of the house and makes most of the important decisions himself without first talking things over with my mother

19. **Which ONE of the following best describes the employment situation of your mother?**

1. ( ) Full-time housewife
2. ( ) Works part-time *at* her home (less than 30 hours)
3. ( ) Works part-time *outside* her home
4. ( ) Works full-time (30 hours a week or more) *at* her home doing something other than housework
5. ( ) Works full-time (30 hours a week or more) *outside* her home
6. ( ) Works sometime *at* her home
7. ( ) Works sometime *outside* her home
8. ( ) Other (Specify: _____)

_____

20-27. (IF YOUR MOTHER WORKS PART OR FULL TIME AT HOME OR OUTSIDE THE HOME): **what KIND OF WORK does she do?** PLEASE TRY TO GIVE THE SPECIFIC NAME OR TITLE OF HER JOB AND DESCRIBE WHAT SHE DOES.

_____

(Specific name or title of mother's job)

_____

(Brief description of what she does)

_____

_____

The next few items are about sports and athletes in high school. The items are about interscholastic sports only, that is, sports where your school competes against another school.

28-30. **Have you taken part in any interscholastic sports this school year?**

1. ( ) No
2. ( ) Yes: IF YES—What are the names of the *interscholastic* sports in which you have taken part this year?

1. _____ 3. _____
2. _____ 4. _____
5. _____

31-33. **Would you really LIKE TO go out for interscholastic sports next year?**

1. ( ) No
2. ( ) Yes: IF YES—What are the names of the *interscholastic* sports you would *really* LIKE TO go out for next year?

1. _____ 3. _____
2. _____ 4. _____
5. _____

34-36. **IF YOU ANSWERED "YES" TO THE LAST ITEM: Which of these interscholastic sports you named in the last item do you actually EXPECT TO go out for next year?**

Names of the interscholastic sports I actually EXPECT TO go out for next year:

1. _____ 3. _____
2. _____ 4. _____
5. _____

37. **IF YOU ACTUALLY EXPECT TO GO OUT FOR AN INTERSCHOLASTIC SPORT NEXT YEAR:**
Do you think you will actually make a varsity team before you get out of high school?

1. ( ) Definitely yes
2. ( ) Probably yes
3. ( ) Probably no
4. ( ) Definitely no

38. **Do you think you will actually make a city, state, or regional all-star team before you get out of high school?**

1. ( ) Definitely no
2. ( ) Probably no
3. ( ) Probably yes
4. ( ) Definitely yes

39. **Do you have any brothers or sisters who were or who are now on an athletic team in high school?**

1. ( ) Yes
2. ( ) No

40. **Do your parents stress or emphasize your going out for an interscholastic sport in high school?**

1. ( ) Yes, they stress it a lot
2. ( ) Yes, they stress it somewhat
3. ( ) Yes, but they seldom mention it
4. ( ) They don't care one way or the other
5. ( ) No, they would rather I not go out for an *interscholastic* sport

41. **Check the one category below which comes closest to your feeling about yourself.**

1. ( ) I don't like myself the way I am; I'd like to change myself completely
2. ( ) There are many things about myself I'd like to change, but not completely
3. ( ) I'd like to stay very much the same; there is very little about myself that I would change

42-43. **If you have already decided on a specific field of study for when you go to trade school, college, etc., which field is it?,** i.e., law, business, science, etc.?

_____

(Name of specific field of study for trade school, college, etc.)

44. **Generally, over the past 5 to 8 years, have your parents stressed or emphasized your being able to do things by yourself,** like buying your own clothes, going places on your own, etc.?

1. ( ) They would rather I not try to do things by myself
2. ( ) They haven't said one way or the other
3. ( ) Yes, but they have seldom mentioned it
4. ( ) Yes, they have stressed it somewhat
5. ( ) Yes, they have stressed it a lot

45-47. **What are the names of the three courses in which:** You get your better or best grades.

48-50. You get your poorer or poorest grades.

_____ _____

_____ _____

_____ _____

51-53. **What are the names of the three courses which:** You like the most.

54-56. You dislike the most.

_____ _____

_____ _____

_____ _____

57-59. **What are the names of the three courses which:** You think are going to be the most useful or important in your life's work.

60-62. You think are going to be the least useful or important in your life's work.

_____ _____

_____ _____

_____ _____

63-64. **What is the religious preference of your mother?** NOTE: Please be as precise as possible in giving the specific religious preference of your mother.

_____

(Religious preference of Mother)

65. **How often does your mother attend a worship service in a church, temple, or synagogue?**

1. ( ) Never
2. ( ) Seldom
3. ( ) Several times a year
4. ( ) About once a month
5. ( ) Two or three times a month
6. ( ) About once a week
7. ( ) More than once a week

CARD SIX

Here are some more statements on which students differ in their opinions. Please indicate how you personally feel about each statement by placing an "X" next to that response category which best indicates your feelings.

16. **A person should live as much for the future as for the present.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

17. **The most important qualities of a man are determination and driving ambition.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

18. **Before a person is married, his (or her) main loyalty belongs to his (or her) parents.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

19. **A person should make serious efforts to overcome the obstacles put in his path by nature and fate.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

20. **Education tends to make a person more unhappy than happy.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

21. **A person should live mainly for today and let tomorrow take care of itself.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

22. **A man's job should come first, although it may require his spending less time with his wife and children.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

23. **Generally, in making important decisions, a person should decide what is best for him even if it goes against what his parents and friends want him to do.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

24. **A college education is worth the time and effort it requires.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

25. **A person should use some of his time in the present to make plans for his future.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

26. **When it comes time for a person to take a job, he should try to live near his parents, even if it means giving up the chances for a better job.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

27. **Success in the occupational world depends more on luck than on ability and willingness to work.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

28. **Except for growing old and the like, a person has more control over his own future than do the forces of nature or fate.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

29. **Education helps a person use his leisure time to better advantage.**

1. ( ) Strongly disagree
2. ( ) Disagree
3. ( ) Agree
4. ( ) Strongly agree

30. **It is more important to have friends than to be a success in one's job.**

1. ( ) Strongly agree
2. ( ) Agree
3. ( ) Disagree
4. ( ) Strongly disagree

31. **Which ONE of the following statements is most true about continuing your education beyond high school?**

1. ( ) My mother *never* urges me to continue my education
2. ( ) My mother *sometimes* urges me to continue my education
3. ( ) My mother *often* urges me to continue my education
4. ( ) My mother *constantly* urges me to continue my education

INSTRUCTIONS: THE FOLLOWING ITEMS ARE ABOUT YOUR THREE GOOD FRIENDS OF YOUR **OWN** SEX. The questions are not personal, so please try to answer them to the best of your ability and answer them frankly and honestly. NOTE: If one or more of your friends is not in high school, please try to recall the information asked for and then answer to the best of your ability. ALSO: GIRLS—since the question reads friends of your **OWN** sex, wherever you see a "he" in the questions on your three friends, change the "he" in your mind to a "she".

THESE QUESTIONS ARE ABOUT FRIEND **NUMBER ONE:**

32. What kind of program is he (friend No. 1) taking in high school?

1. ( ) Academic or College Prep
2. ( ) Science
3. ( ) General
4. ( ) Commercial or business
5. ( ) Vocational Agriculture
6. ( ) Vocational Industrial Arts
7. ( ) Other (Specify: _____)

33. How far does he (friend No. 1) actually EXPECT TO go in school?

1. ( ) 10th or 11th grade but not necessarily graduate
2. ( ) Graduate from high school
3. ( ) Trade or technical school
4. ( ) Two year business school
5. ( ) Nursing school
6. ( ) Two years of college
7. ( ) Four years of college
8. ( ) Graduate or professional school

34. What is he (friend No. 1) doing currently?

1. ( ) In high school
2. ( ) Did not complete high school but is not currently working or in the service
3. ( ) Did not complete high school and is currently working or in the service
4. ( ) Finished high school but is neither currently working nor in the service, nor in technical school, college, etc.
5. ( ) Finished high school and is either currently working or in the service
6. ( ) Finished high school and is currently in technical, nursing, business school or college
7. ( ) FOR GIRLS ONLY: Is married and a housewife
8. ( ) Other (Specify: _____)

THESE QUESTIONS ARE ABOUT FRIEND **NUMBER TWO:**

35. What kind of program is he (friend No. 2) taking in high school?

1. ( ) Academic or College Prep
2. ( ) Science
3. ( ) General
4. ( ) Commercial or business
5. ( ) Vocational Agriculture
6. ( ) Vocational Industrial Arts
7. ( ) Other (Specify: _____)

36. How far does he (friend No. 2) actually EXPECT TO go in school?

1. ( ) 10th or 11th grade but not necessarily graduate
2. ( ) Graduate from high school
3. ( ) Trade or technical school
4. ( ) Two year business school
5. ( ) Nursing school
6. ( ) Two years of college
7. ( ) Four years of college
8. ( ) Graduate or professional school

37. What is he (friend No. 2) doing currently?

1. ( ) In high school
2. ( ) Did not complete high school but is not currently working or in the service
3. ( ) Did not complete high school and is currently working or in the service
4. ( ) Finished high school but is neither currently working nor in the service, nor in technical school, college, etc.
5. ( ) Finished high school and is either currently working or in the service
6. ( ) Finished high school and is currently in technical, nursing, business school or college
7. ( ) FOR GIRLS ONLY: Is married and a housewife
8. ( ) Other (Specify: _____)

THESE QUESTIONS ARE ABOUT FRIEND **NUMBER THREE:**

38. What kind of program is he (friend No. 3) taking in high school?

1. ( ) Academic or College Prep
2. ( ) Science
3. ( ) General
4. ( ) Commercial or business
5. ( ) Vocational Agriculture
6. ( ) Vocational Industrial Arts
7. ( ) Other (Specify: _____)

39. How far does he (friend No. 3) actually EXPECT TO go in school?

1. ( ) 10th or 11th grade but not necessarily graduate
2. ( ) Graduate from high school
3. ( ) Trade or technical school
4. ( ) Two year business school
5. ( ) Nursing school
6. ( ) Two years of college
7. ( ) Four years of college
8. ( ) Graduate or professional school

40. **What is he (friend No. 3) doing currently?**

1. ( ) In high school
2. ( ) Did not complete high school but is not currently working or in the service
3. ( ) Did not complete high school and is currently working or in the service
4. ( ) Finished high school but is neither currently working nor in the service, nor in technical school, college, etc.
5. ( ) Finished high school and is either currently working or in the service
6. ( ) Finished high school and is currently in technical, nursing, business school or college
7. ( ) FOR GIRLS ONLY: Is married and a housewife
8. ( ) Other (Specify: _____)

What are the names of your three friends?

41-45. Friend No. 1: _____ (Last Name) _____ (First Name)

46-50. Friend No. 2: _____ (Last Name) _____ (First Name)

51-55. Friend No. 3: _____ (Last Name) _____ (First Name)

56. **Have you taken part in any school clubs, organizations, or activities this year?** For example: sports, music, newspaper, art, etc.

1. ( ) Yes
2. ( ) No

57-79. **IF YOU HAVE TAKEN PART IN SCHOOL CLUBS, ACTIVITIES, SPORTS, ETC.: What are they?** Name as many as you have participated in this year.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

80. **How many offices have you held in the school clubs, organizations, or activities in which you have participated this year?**

1. ( ) I have not held any office
2. ( ) One office
3. ( ) Two offices
4. ( ) Three offices
5. ( ) Four offices
6. ( ) Five offices
7. ( ) Six offices
8. ( ) Seven or more offices

CARD SEVEN

16-19. **If you DO NOT ACTUALLY EXPECT TO go on to technical school, business school, nursing school, or college: What are the four most important reasons why you do not expect to do so?** RANK these four reasons from 1 to 4. 1 for the first most important reason, 2 for the second most important, all the way through 4.

1. ( ) No desire to go
2. ( ) Costs too much
3. ( ) Low grades in school
4. ( ) Family responsibilities
5. ( ) Studies would be too hard
6. ( ) Have to work to help my family
7. ( ) Want to get a job of my own and make some money as soon as I get out of high school
8. ( ) I am tired of being a student
9. ( ) Other (Specify: _____)

20-23. **Where was your father born?** PLEASE TRY TO GIVE THE NAME OF THE COUNTRY IN WHICH HE WAS BORN. IF HE WAS BORN IN THE UNITED STATES, PLEASE TRY TO GIVE THE NAME OF THE STATE IN WHICH HE WAS BORN.

_____

(Name of Country and State in which my *father* was born)

24-27. **Where was your mother born?** PLEASE TRY TO GIVE THE NAME OF THE COUNTRY IN WHICH SHE WAS BORN. IF SHE WAS BORN IN THE UNITED STATES, PLEASE TRY TO GIVE THE NAME OF THE STATE IN WHICH SHE WAS BORN.

_____

(Name of Country and State in which my *mother* was born)

28-31. **If you are continuing your education after you get out of high school, what are the four most important reasons for deciding which school you will attend?** RANK these from 1 to 4. 1 for the first most important, 2 for the second most important, etc., all the way through 4.

1. ( ) Tuition costs
2. ( ) Closeness to home
3. ( ) The educational standards
4. ( ) Living costs
5. ( ) Courses of studies offered
6. ( ) Chances for financial aid
7. ( ) People I know who went or who are now going to the school
8. ( ) Chances for geting admitted

32-45. IF YOU ARE GOING TO CONTINUE YOUR EDUCATION ON A FULL-TIME BASIS AFTER HIGH SCHOOL:
What is the name of the school or college to which you will be going?

_____
(Full name of the school or college)

In what city and in what state is the school or college located?

_____ _____
(City) (State)

46. Do you think that God is more pleased when people try to get ahead, or when people are satisfied with what they have and don't try to get ahead?

1. ( ) More pleased when people try to get ahead
2. ( ) More pleased when people are satisfied with what they have

47-50. What sort of reputation do most of the athletes in your school have, i.e., like "good students," "intelligent," "popular," "dumb," "troublemakers," etc.?

_____ _____
_____ _____

51. How often do you take part in any of the activities or organizations of your church, temple, or synagogue, other than attending worship services?

1. ( ) Often
2. ( ) Sometimes
3. ( ) Almost never

52. When you have decisions to make in your everyday life, how often do you ask yourself what God would want you to do?

1. ( ) Almost never
2. ( ) Sometimes
3. ( ) Often

53. What kind of a reputation do you have among your teachers as far as your school work goes?

1. ( ) Very good
2. ( ) Good
3. ( ) Fair
4. ( ) Poor
5. ( ) Very poor

54. About how many of your friends intend on going out for an athletic team in high school?

1. ( ) More than half
2. ( ) Just about half
3. ( ) Less than half
4. ( ) Almost none

55. What kind of a reputation do you have among your teachers as far as your behavior goes?

1. ( ) Very good
2. ( ) Good
3. ( ) Fair
4. ( ) Poor
5. ( ) Very poor

CARD EIGHT

Earlier, we asked you about the "in" group or the "leading crowd" in your school. Now we would like to ask you about the "out" groups, the groups which cause the greatest problems for the teachers and the principal. How many groups of students are there that seem to cause the greatest problems for the teachers and the principal?

1. ( ) One group
2. ( ) Two groups
3. ( ) There are no such groups in this school

What is the best way to describe these one or two groups? Try to give the group or groups the name most students use in talking about it and describe the group or groups in terms of the interests and behaviors of its members.

Group A	*Group B*
Name:	Name:
_____	_____
Description:	Description:
_____	_____
_____	_____
_____	_____

Of the group or groups that you just named, which one creates the most problems for the teachers and the principal?

1. ( ) Group A
2. ( ) Group B

What does it take to become a member of the group which creates the most problems in the school?

_____ _____
_____ _____
_____

Thank you.

CONFIDENTIAL

(NUMERIC)

SCHOOL AND CAREER ATTITUDE SURVEY

(LAST NAME)

(FIRST NAME)

PLEASE PRINT

(FULL NAME OF YOUR SCHOOL)

(NAME OF CITY OR TOWN)

OBJECTIVES OF THE SURVEY

Thirty percent of all students never complete high school. The social and economic implications of this loss of human resources are considerable. In a complex, technological society where education is a crucial institution, a more systematic and comprehensive understanding of the variables which influence educational goal decisions is required if enlightened programs are to be formulated to ensure that each person is accorded maximum opportunity to develop his potential. The variables which influence the educational goals of an individual are many in number and wide in scope, ranging from parental socialization practices, friendship patterns, to the social structure of the high school, including the characteristics of those who comprise the leading crowds, the top scholars, and the top athletes, as well as degree of participation in the various types of extra-curricular activities.

During the past four years we have asked your cooperation in our effort to assemble data on these various influences. Much has been learned from an analysis of that information. Now, in your senior year, we ask once again that you assist us in furthering an understanding of the complex processes of educational goal decesions. Some of the items in previous questionnaires are asked in this questionnaire. We do this because an understanding of the *dynamics* of educational goal decisions is crucial for formulating realistic policy recommendations.

Research findings from this study are published in the professional journals of sociology and education. They are also provided to each of the participating schools. And, a brief summary of the data is now available in your school library. We also invite you to visit the research office at the University by phoning 798-2600 for an appointment.
In responding to the items in the questionnaire, please:

1. Remember that *all* of your responses are *confidential*. Only trained research personnel are permitted to see the questionnaires and then only for the purpose of transferring the information to punch cards.
2. Answer *all* of the items in the questionnaire. This improves the quality of the data considerably.
3. Try to answer each item as truthfully and candidly as possible. Frank responses provide a more realistic picture of the school, its faculty, and the students.

INSTRUCTIONS

1. READ EACH QUESTION CAREFULLY: Answer each candidly and to the best of your ability.
2. For the items about one or both parents, answer the item in terms of the person who is currently your parent, which may be your real father or mother, your step-father or step-mother, or your male or female guardian. If you are living with only one parent, then answer the questions about the other parent as though the other parent were still living with you.
3. Most items can be answered by placing an "X" in the box next to the answer you choose. For example:

How relevant are most of your high school courses to contemporary society?

1. ☐ Extremely relevant
2. ☐ Somewhat relevant
3. ☐ Not at all relevant

4. If you have a problem, raise your hand and a research worker will come to your place and assist you. Please *continue to answer the items with which you have no problem until the research worker comes to your place*. Otherwise, you will not finish on time.

THANK YOU! TURN TO PAGE TWO AND BEGIN

CARD ONE

16. What is your sex?

1. ☐ Male
2. ☐ Female

17. What kind of program are you taking in school?

1. ☐ Academic or College Prep.
2. ☐ Science
3. ☐ General
4. ☐ Commercial or Business
5. ☐ Vocational Agriculture
6. ☐ Vocational Industrial Arts
7. ☐ Other (Specify): .....).

18. Generally, over the past 5 to 8 years or so, how often have your parents praised or rewarded you when you did something very well?

1. ☐ Hardly at all
2. ☐ Sometimes
3. ☐ Fairly often
4. ☐ Very often
5. ☐ Almost every time

Please indicate to what degree you **agree** or **disagree** with each of the following statements.

19. The American system of democracy can respond effectively to the needs of the people.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Undecided, but probably agree
4. ☐ Undecided, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

20. There are legitimate channels for reform which should be used before attempting civil disobedience and disruption.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Undecided, but probably disagree
4. ☐ Undecided, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

21. The individual in today's society is isolated and cut off from meaningful relationships with others.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Undecided, but probably disagree
4. ☐ Undecided, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

22. Economic well-being and prosperity in this country is unjustly and unfairly distributed.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Undecided, but probably agree
4. ☐ Undecided, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

23. There is too much concern with equality and too little concern with law and order in the country today.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Undecided, but probably disagree
4. ☐ Undecided, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

24. The whole social system ought to be replaced by an entirely new one; the existing structures are beyond reasonable hope of repair.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Undecided, but probably disagree
4. ☐ Undecided, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

25. Computers and other advanced technology are creating an inhuman and impersonal world.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Undecided, but probably agree
4. ☐ Undecided, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

26. During your senior year, how often have you actually talked with your MOTHER about whether or not to continue your education beyond high school?

1. ☐ Several times a week
2. ☐ About once a week
3. ☐ Several times a month
4. ☐ About once a month
5. ☐ About once every two or three months
6. ☐ Several times this school year
7. ☐ Once or twice this school year
8. ☐ Not even once this school year

27. During your senior year, how frequently has your MOTHER encouraged you to continue your education beyond high school, that is, to go on to technical school, college, etc.?

1. ☐ At least several times a week
2. ☐ About once a week
3. ☐ Several times a month
4. ☐ About once a month
5. ☐ About once every two or three months
6. ☐ Several times a year
7. ☐ Once or twice a year
8. ☐ Less than once a year

111

28. **During this school year, how much time, on the average, did you spend doing homework outside of school, like late in the afternoon, at night, etc.?**

1. ☐ None, or almost none
2. ☐ Less than ½ hour a day
3. ☐ About ½ to ¾ hours a day
4. ☐ About 1 hour a day
5. ☐ About 1½ to 1¾ hours a day
6. ☐ About 2 hours a day
7. ☐ About 3 or more hours a day

29. **How often does your FATHER give you praise, encouragement, or approval for what you do?**

1. ☐ Almost never
2. ☐ Very seldom
3. ☐ Once in a while
4. ☐ Frequently
5. ☐ Very often

Here are some statements about which students have opinions. Please indicate how **you personally** feel about each statement.

30. **People like me don't have much of a chance to be successful in life.**

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

31. **Every time I try to get ahead, something or someone stops me.**

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

32. **A person should live mainly for today and let tomorrow take care of itself.**

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

33. **The more education a person has, the better able he is to really enjoy and appreciate life.**

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

34. **A person should make serious efforts to overcome those obstacles put in his path by other people.**

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

35. **A person should live as much for the future as for the present.**

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

36. **In business and industry, a person without a college education can get ahead just as rapidly as a person with a college education.**

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

37. **Whatever a person does, he should try to do it better than anyone else.**

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

38. **A person should make serious efforts to overcome the obstacles put in his path by nature and fate.**

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

39. **Which ONE of the following best describes the employment situation of your mother?**

1. ☐ Full-time housewife
2. ☐ Works part-time *at* her home (less than 30 hours)
3. ☐ Works part-time *outside* her home.
4. ☐ Works full-time (30 hours a week or more) *at* her home doing something other than housework
5. ☐ Works full-time (30 hours a week or more) *outside* her home
6. ☐ Works sometime *at* her home
7. ☐ Works sometime *outside* her home
8. ☐ Other (Specify: .....)

40. Good luck is more important than hard work for success.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

41. When a person is born, the success he is going to have is already in the cards, so he might as well accept it and not fight against it.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

42. The most important qualities of a man are determination and driving ambition.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

43. Generally, over the past 5 to 8 years or so, have your parents stressed or emphasized that you should try to do things better than anyone else.

1. ☐ Yes, they have stressed it a lot
2. ☐ Yes, they have stressed it somewhat
3. ☐ Yes, but they have seldom mentioned it
4. ☐ They haven't said one way or the other
5. ☐ No, they would rather I not try to do things better than other people

44. If you could be remembered here at school for one of the six things below, which one would you like it to be?

1. ☐ For being a *good student*
2. ☐ For being a *good athlete*
3. ☐ For being *popular*
4. ☐ For being a *good student* and a *good athlete*
5. ☐ For being a *good student* and *popular*
6. ☐ For being a *good athlete* and *popular*

45. How often does your MOTHER give you praise, encouragement, or approval for what you do?

1. ☐ Very often
2. ☐ Frequently
3. ☐ Once in a while
4. ☐ Very seldom
5. ☐ Almost never

46. Would you say that in your home it has been taken for granted that you will continue your education after you get out of high school?

1. ☐ Yes
2. ☐ No
3. ☐ Do not know

47. Generally, when your FATHER makes decisions which concern you or when he makes rules for you to follow, does he explain to you the reasons for the decisions or for the rules?

1. ☐ He *almost never* explains his decisions or rules to me
2. ☐ He *once in a while* explains his decisions or rules to me
3. ☐ He *usually* explains his decisions or rules to me
4. ☐ He *almost always* explains his decisions or rules to me

48. For MALES AND FEMALES: What are your plans regarding marriage?

1. ☐ I am married now
2. ☐ I plan to get married soon after I get out of high school
3. ☐ I plan to get married while in the service or while in trade school, business school, nursing school, or college
4. ☐ I plan to finish all my schooling and/or service obligations and then get married
5. ☐ I am undecided

49. How much formal education does or did your FATHER have?

1. ☐ Less than sixth grade
2. ☐ Seventh, eighth, or ninth grade
3. ☐ Tenth or eleventh grade
4. ☐ High school graduate
5. ☐ Some college, trade, technical, or two year business school
6. ☐ College graduate
7. ☐ Graduate or professional school
8. ☐ Do not know

50. What kind of a reputation do you have among your TEACHERS as far as your SCHOOL WORK goes?

1. ☐ Very good
2. ☐ Good
3. ☐ Fair
4. ☐ Poor
5. ☐ Very poor

51. In most high schools there are usually one or two groups of students who are referred to as the LEADING crowd or as the "IN" group. What about your school? How many LEADING crowds or "IN" groups are there in your school?

1. ☐ One
2. ☐ Two
3. ☐ Three or more
4. ☐ None

52. **During your senior year, how often have you actually talked with your TEACHERS about whether or not to continue your education beyond high school?**

1. ☐ Several times a week or more
2. ☐ About once a week
3. ☐ Several times a month
4. ☐ About once a month
5. ☐ About once every two or three months
6. ☐ Several times this school year
7. ☐ Once or twice this school year
8. ☐ Not even once this school year

53. **When you talk with your TEACHERS, what do they usually suggest or encourage you to do?**

1. ☐ Go on to a four year college
2. ☐ Go on to a two year college
3. ☐ Go for technical or advanced job training
4. ☐ Go for business or commercial training
5. ☐ Go into the armed services
6. ☐ Get a job after I get out of high school
7. ☐ Other: .....

How would you describe the sophomore, junior, or senior students who are members of the most prominent or important LEADING crowd or "IN" group? In the spaces provided next to each characteristic, indicate with an "X" the approximate proportion of the LEADING crowd or "IN" group in your school you believe are described by each of the following characteristics.

Characteristics	*Proportion of LEADING crowd or "IN" group described by each characteristic*				
	More Than Half		About Half	Less Than Half	
	Almost All	Many		Some	Almost None
54. Get along well with the teachers					
55. Really interested in school					
56. Are considered in the TOP SCHOLAR group					
57. Get special privileges from the teachers					
58. Make trouble for the teachers					
59. Get in trouble with the police					
60. Come from families where the father has an important or prestigeful job					
61. Try hard to make good grades					
62. Get special privileges from the principal					
63. Intend to go to college					
64. Cause trouble for school officials					
65. Are INTERSCHOLASTIC (varsity or junior varsity) ATHLETES					

Which students, among all the seniors in your school, are members of the most prominent or important LEADING crowd or "IN" group? Please name three such students.

First Name Last Name

_____ _____ ____ **66–69**

_____ _____ ____ **70–73**

_____ _____ ____ **74–77**

CARD TWO

16. Which one of the following statements comes closest to your own point of view?

1. ☐ Resisting the draft is basically wrong—a citizen is obligated to serve his country regardless of his personal views about the justness of a war.
2. ☐ An individual should obey his conscience—if he feels that he is being drafted to fight in a war that is morally wrong, he should resist in any way he can.

Here are five statements about yourself. Please indicate how strongly you agree or disagree with each statement by placing an "X" in the appropriate box.

17. I am able to do things as well as most other people.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

18. I wish I could have more respect for myself.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

19. I feel that I have a number of good qualities.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

20. I feel I do not have much to be proud of.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

21. I take a positive attitude toward myself.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

22. How important is it to YOU personally that you be a good student?

1. ☐ It is *not important* to me personally that I be a good student
2. ☐ It is *somewhat important* to me personally that I be a good student
3. ☐ It is *very important* to me personally that I be a good student

23. During your senior year, how often have you actually talked with your GUIDANCE COUNSELOR about whether or not to continue your education after high school?

1. ☐ Several times a week or more
2. ☐ About once a week
3. ☐ Several times a month
4. ☐ About once a month
5. ☐ About once every two or three months
6. ☐ Several times a year
7. ☐ Once or twice a year
8. ☐ Not even once a year

24. When you talk with the GUIDANCE COUNSELOR, what does he suggest or encourage you to do?

1. ☐ Go on to a four year college
2. ☐ Go on to a two year college
3. ☐ Go for technical or advanced job training
4. ☐ Go for business or commercial training
5. ☐ Go into armed services
6. ☐ Get a job after I get out of high school
7. ☐ Other: .....

25. Check the one category below which comes closest to your feeling about yourself.

1. ☐ I don't like myself the way I am; I'd like to change myself completely
2. ☐ There are many things about myself I'd like to change, but not completely
3. ☐ I'd like to stay very much the same; there is very little about myself that I would change

26. Generally, when your MOTHER makes decisions which concern you or when she makes rules for you to follow, does she explain to you the reasons for the decisions or rules?

1. ☐ She *almost always* explains her decisions or rules to me
2. ☐ She *usually* explains her decisions or rules to me
3. ☐ She *sometimes* explains her decisions or rules to me
4. ☐ She *once in a while* explains her decisions or rules to me
5. ☐ She *almost never* explains her decisions or rules to me

27. Which one of the following views of American society and American life reflect your own feelings?

1. ☐ The American way of life is superior to that of any other country
2. ☐ There are serious flaws in our society today, but the system is flexible enough to solve the flaws and problems
3. ☐ The American system is not flexible enough; radical change is needed

INSTRUCTIONS: The following few items are about your plans for a job and for an education. There are two types of questions. One type is called "LIKE TO" and the other type is called "EXPECT TO." There is a very important difference between the "LIKE TO" and the "EXPECT TO" types of questions.

A "LIKE TO" question on jobs, for example, asks you to choose, from all the jobs you know about, the job you would *really* LIKE TO have when you finish your education. However, sometimes there is a difference between the job a person would *really* LIKE TO have and the job he *actually* EXPECTS TO have. For example, Bob may *really* LIKE TO become an aeronautical engineer. But, he knows that he cannot afford the college education which the job of aeronautical engineer requires. So, instead, he *actually* EXPECTS TO become an aircraft mechanic, a job with aircraft that does not require a college education.

When you answer the questions below, please REMEMBER the *very important difference* between "LIKE TO" and "EXPECT TO" questions.

28–35. SUPPOSING you could have the necessary abilities, education, grades, money, etc., what kind of work would you really LIKE TO do after you finish your education?, that is, after you get out of high school, technical, business, nursing school, or college? PLEASE BE VERY SPECIFIC. NOTE: If you would really LIKE TO go into the military, please specify the military rank you would really LIKE TO have.

(SPECIFIC NAME OR TITLE OF job I would *really* LIKE TO have.)

36–43. CONSIDERING your abilities, grades, financial resources, chances for technical school, college, etc., what kind of work do you actually EXPECT TO do after you finish your education?, that, is after you get out of high school, technical, business, nursing school, or college? PLEASE BE VERY SPECIFIC. NOTE: If you actually EXPECT TO go into the military, please specify the military rank you actually EXPECT TO get.

(SPECIFIC NAME OR TITLE OF job I *actually* EXPECT TO get.)

44–45. SUPPOSING you could have the necessary abilities, grades, money, etc., how far would you really LIKE TO go in school?

1. ☐ Graduate from high school
2. ☐ Trade or technical school
3. ☐ Two-year business school
4. ☐ Nursing school
5. ☐ Two years of college
6. ☐ Four years of college
7. ☐ Graduate or professional school

46–47. CONSIDERING your abilities, grades, financial resources, etc., how far do you actually EXPECT TO go in school?

1. ☐ Graduate from high school
2. ☐ Trade or technical school
3. ☐ Two-year business school
4. ☐ Nursing school
5. ☐ Two years of college
6. ☐ Four years of college
7. ☐ Graduate or professional school

IF YOU ACTUALLY EXPECT TO CONTINUE YOUR EDUCATION BEYOND HIGH SCHOOL: Please answer items 48-52. IF YOU DO NOT EXPECT TO CONTINUE YOUR EDUCATION BEYOND HIGH SCHOOL: Please answer items 53-64.

48. CONTINUING YOUR EDUCATION BEYOND HIGH SCHOOL: How much do you think your first year of continued education will cost? Assume that you have to pay for everything in cash, e.g., tuition, room and board, books, etc.

1. ☐ Under $500
2. ☐ $ 500—$ 999
3. ☐ $1000—$1999
4. ☐ $2000—$2499
5. ☐ $2500—$2999
6. ☐ $3000—$3499
7. ☐ $3500—$3999
8. ☐ $4000—$4499
9. ☐ $4500—or more

49–52. About what percentage of your total costs for the first year of your continued education, including tuition, room and board, books, etc., do you think will be provided by: (1) your PARENTS AND OTHER RELATIVES, (2) SCHOLARSHIPS OR STUDENT LOANS, (3) money you will earn by WORKING YOUR WAY THROUGH, and (4) MONEY you have SAVED YOURSELF? For each source of funds listed in the middle column below, insert the percentage selected from the column on the right which best approximates the percentage of your FIRST YEAR CONTINUED EDUCATION COSTS which will come from that source. When you have made estimates for each of the four sources, add your percentages to ensure that they total 100.

Percentage Estimate	Source	Percentages
49. ____ %	Parents and/or relatives	1. 0 = None
50. ____ %	Scholarships or student loan	2. 25 = A quarter
51. ____ %	Working my way through	3. 33 = A third
52. ____ %	Money I have saved myself	4. 50 = A half
TOTAL = 100%		5. 67 = Two thirds
		6. 75 = Three fourths
		7. 100 = About all

53–64. NOT CONTINUING YOUR EDUCATION BEYOND HIGH SCHOOL, what are the four most important reasons why you do NOT intend to continue your education beyond high school? (Check the four reasons you consider most important).

53. ☐ I have no desire to go
54. ☐ Most of my friends are not going to continue their education.
55. ☐ Costs too much
56. ☐ My teachers or guidance counselors did not encourage me to go
57. ☐ My grades are not good enough
58. ☐ I have to work to help my parents
59. ☐ I plan to get married soon after I get out of high school
60. ☐ I am tired of being a student
61. ☐ My parents do not want me to continue my education.
62. ☐ I plan to get a job after I get out of high school
63. ☐ I just don't like school
64. ☐ I plan to go into armed services and then go to college after discharge

65. A most perplexing problem for behavioral scientists has been the degree to which changes or consistency in the educational expectations of students from the freshman to the senior years of high school result from the influence of the student's friends and peers. We would be most appreciative if you would indicate which ONE of the following statements best describes your own situation from the freshman to the senior years with respect to your post-high school educational expectations.

1. ☐ My educational *expectations* as a senior *differ* from those I had as a freshman—a change due *not at all* to the influence of my friends
2. ☐ My educational *expectations* as a senior *differ* from those I had as a freshman—a change due *somewhat* to the influence of my friends
3. ☐ My educational *expectations* as a senior *differ* from those I had as a freshman—a change due *considerably* to the influence fluence of my friends
4. ☐ My educational *expectations* as a senior *differ* from those I had as a freshman—a change due *almost entirely* to the in- of my friends
5. ☐ My educational *expectations* as a senior are the *same* as those I had as a freshman—a consistency due *almost entirely* to the influence of my friends
6. ☐ My educational *expectations* as a senior are the *same* as those I had as a freshman—a consistency due *considerably* to the influence of my friends
7. ☐ My educational *expectations* as a senior are the *same* as those I had as a freshman—a consistency due *somewhat* to the influence of my friends
8. ☐ My educational *expectations* as a senior are the *same* as those I had as a freshman—a consistency due *not at all* to the influence of my friends

66. FOR MALES ONLY: What do you plan to do about your military service?

1. ☐ Enlist after high school
2. ☐ Wait until I am drafted
3. ☐ Enlist after I finish trade school, business school, or college
4. ☐ Get an academic deferment
5. ☐ Get a deferment other than an academic deferment
6. ☐ Go to a military college or academy

Here are five statements about yourself. After you read each statement, indicate how strongly you agree or disagree with it by placing an "X" in the appropriate box.

67. I feel that I'm a person of worth, at least on an equal plane with others.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

68. I certainly feel useless at times.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

69. On the whole, I am satisfied with myself.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

70. All in all, I am inclined to feel that I am a failure.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

71. At times I think I am no good at all.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

CARD THREE

16. In general, how are most decisions between you and your FATHER made?

1. ☐ My father usually doesn't care what I do
2. ☐ I usually can do what I want regardless of what my father thinks
3. ☐ I usually can make my own decisions, but my father would like for me to consider his opinion
4. ☐ My opinions usually are as important as my father's in deciding what I should do
5. ☐ I have considerable opportunity to make my own decisions, but my father usually has the final word
6. ☐ My father listens to me, but usually he makes the decision
7. ☐ My father usually just tells me what to do

17. During this past school year, how much time on the average, have you spent in practicing for, training for, or actually competing in interscholastic (varsity or junior varsity) sports, that is, in sports where your school competes against another school?

1. ☐ None, or almost none
2. ☐ About ½ hour a day
3. ☐ About 1 hour a day
4. ☐ About 1½ hours a day
5. ☐ About 2 hours a day
6. ☐ About 2½ hours a day
7. ☐ About 3 hours a day
8. ☐ More than 3 hours a day

Please indicate by placing an "X" next to the answer which best describes how you personally feel about each of the following statements:

18. Success in the occupational world depends more on luck than on ability and willingness to work.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

19. A college education is worth the time and effort it requires.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

20. Except for growing old and the like, a person has more control over his own future than do the forces of nature or fate.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

21. Education helps a person use his leisure time to better advantage.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

22. Education tends to make a person more unhappy than happy.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

23. People who accept their condition in life are happier than those who try to change things.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

24. Other people have more control over a person's future than the person himself does.

1. ☐ Strongly agree
2. ☐ Agree
3. ☐ Uncertain, but probably agree
4. ☐ Uncertain, but probably disagree
5. ☐ Disagree
6. ☐ Strongly disagree

25. A person should use some of his time in the present to make plans for his future.

1. ☐ Strongly disagree
2. ☐ Disagree
3. ☐ Uncertain, but probably disagree
4. ☐ Uncertain, but probably agree
5. ☐ Agree
6. ☐ Strongly agree

Please indicate which, if any, of the following activities you have regularly participated in this year. Answer all items.

	Activity	*Have you regularly participated this school year?*	
		No	Yes
26.	Band or orchestra		
27	Chorus, choir		
28	Dramatics		
29	School paper, yearbook		
30	Debates		
31	Student government, (student council, class officer, etc.)		
32	Language clubs (French, German, Spanish, etc.)		
33	Hobby or interest clubs (auto, broadcasting, photography, rifle, etc.)		
34	School service activities (stage or projectionist crew, dance committees, Red Cross, etc.)		
35	Athletics: *inter*scholastic (varsity or junior varsity)		
36	Academic subject clubs (math., history, science, anatomy, etc.)		
37	Athletics: *intra*mural		
38	Academic honorary clubs or societies (National Honor Society, Key Club, etc.)		
39	Athletic support clubs (officials club, team manager, color guard, etc.)		
40	Career Clubs like Future Teachers of America, FNA, FFA, etc.		
41	Other: (Specify)		

Which of the following customs and norms of society and its institutions can you ACCEPT EASILY, which do you ACCEPT RELUCTANTLY, and which do you REJECT OUTRIGHT?

42. Abiding by laws you do not agree with?
1. ☐ Accept easily
2. ☐ Accept reluctantly
3. ☐ Reject outright

43. Conforming in matters of personal clothing and grooming?
1. ☐ Accept easily
2. ☐ Accept reluctantly
3. ☐ Reject outright

44. The prohibition against marijuana?
1. ☐ Accept easily
2. ☐ Accept reluctantly
3. ☐ Reject outright

45. The prohibition against LSD?
1. ☐ Accept easily
2. ☐ Accept reluctantly
3. ☐ Reject outright

46. The prohibition against drugs such as heroin and cocaine?
1. ☐ Accept easily
2. ☐ Accept reluctantly
3. ☐ Reject outright

47. The power and authority of the police?
1. ☐ Accept easily
2. ☐ Accept reluctantly
3. ☐ Reject outright

48. The power and authority of your teachers and principal?
1. ☐ Accept easily
2. ☐ Accept reluctantly
3. ☐ Reject outright

49. Have your parents stressed or emphasized your going out for an interscholastic sport in high school?

1. ☐ Yes, they have stressed it a lot
2. ☐ Yes, they have stressed it somewhat
3. ☐ Yes, but they seldom mention it
4. ☐ They don't care one way or the other
5. ☐ No, they would rather I not go out for an *interscholastic* sport

50. In general, how are most decisions between you and your MOTHER made?

1. ☐ My mother usually just tells me what to do
2. ☐ My mother listens to me, but usually she makes the decision
3. ☐ I have considerable opportunity to make my own decisions, but my mother usually has the final word
4. ☐ My opinions usually are as important as my mother's in deciding what I should do
5. ☐ I usually can make my own decision, but my mother would like for me to consider her opinion
6. ☐ I usually can do what I want regardless of what my mother thinks
7. ☐ My mother usually doesn't care what I do

During the senior year of high school, many students have made or plan to make application to schools, colleges, employers, or the military service. Below is a list of such places to which applications are usually made.

The INSTRUCTIONS for answering this item are: Read over the entire list carefully; Then, Indicate (1) The **number** of applications you have made to each place in the column APPLIED; (2) The **number** of acceptances you have received from each place in the column ACCEPTED; (3) The **number** of replies you are awaiting from each place in the column AWAITING; (4) the **number** of rejections you have received from each place in the column REJECTED; (5) If you still plan to make applications, indicate the **number** of applications you plan to make to each place in the column PLAN TO.

FOR EXAMPLE: John applied to 4 four-year colleges and to 3 employers. He was accepted by 2 of the colleges, is awaiting a reply from 1, and was rejected by 1. Thus, on the line for "Four Year Colleges" he places a 4 in the column APPLIED, a 2 in the column ACCEPTED, a 1 in the column AWAITING, and a 1 in the column REJECTED. Of the 3 employers John applied to, 2 have accepted him and 1 has rejected him. Thus, on the line for "Employers" he places a 3 in the column APPLIED, a 2 in the column ACCEPTED, and a 1 in the column REJECTED.

IBM	Type of Place	*NUMBER OF PLACES:* Applied	Accepted	Awaiting	Rejected	Plan To
51–55.	Trade or Technical Schools					
56–60.	Business or Nursing Schools					
61–65.	Two Year Community or Junior Colleges					
66–70.	Four Year Colleges					
71–75.	Employers					
76–80.	Military Services					

CARD FOUR (Part A: 16 — 52)

The following two questions are about your FATHER'S job and his employer. If your FATHER is not currently employed or if your FATHER is deceased, please give the name of the employer your FATHER last worked for and the kind of job he LAST had.

16–23. What is the full name of the company, business, or farm that your FATHER works for? For example: General Motors Car Company. (If your FATHER works for himself, write "self-employed" and give the name of your FATHER's business).

_____

(Name of company, business, or farm which employs your FATHER)

What KIND OF WORK does your FATHER do? (PLEASE TRY TO GIVE THE SPECIFIC NAME OR TITLE OF HIS JOB, for example, "delivery truck driver"; and DESCRIBE what he does. For example, "he drives a local delivery truck". ALSO: if your FATHER is in the military, please GIVE HIS SPECIFIC MILITARY RANK).

_____

Specific name or title of FATHER'S job or his military rank)

_____

(Brief description of what he does)

_____

_____

How would you describe the INTERSCHOLASTIC ATHLETES in your school, that is, those students among the sophomores, juniors and seniors who regularly participate in junior varsity or varsity sports where your school competes against other schools? In the spaces provided next to each characteristic, indicate with an "X" the approximate proportion of INTERSCHOLASTIC ATHLETES in your school you believe are described by each of the following characteristics.

Characteristics	*Proportion of INTERSCHOLASTIC ATHLETES described by each characteristic*				
	More Than Half		About Half	Less Than Half	
	Almost All	Many		Some	Almost None
24. Really interested in school					
25. Get along well with the teachers					
26. Cause trouble for school officials					
27. Intend to go to college					
28. Make trouble for the teachers					
29. Try hard to make good grades					
30. Members of the LEADING or "IN" crowd					
31. Get special privileges from the principal					
32. Come from families where the father has an important or prestigeful job					
33. Get in trouble with the police					
34. Get special privileges from the teachers					
35. Are considered in the TOP SCHOLAR group					

Which students, among all the seniors in your school are INTERSCHOLASTIC ATHLETES? Please name three such.

First Name	Last Name	
_____	_____	____ **36–39.**
_____	_____	____ **40–43.**
_____	_____	____ **44–47.**

48. Who is now acting as your father? If you are adopted consider your adoptive father as your real father.

1. ☐ My real father, who is living at home
2. ☐ My real father, who is not living at home
3. ☐ My stepfather
4. ☐ My foster father
5. ☐ My grandfather
6. ☐ Another relative (uncle, etc.)
7. ☐ Another adult
8. ☐ No one

12.1

49. **How bright or intelligent do you think you are in comparison with the other senior students in your school?**

1. ☐ Among the brightest
2. ☐ Above average
3. ☐ Average
4. ☐ Below average
5. ☐ Among the lowest

50. **During your senior year, how often have you actually talked with your FATHER about whether or not to continue your education beyond high school?**

1. ☐ Several times a week
2. ☐ About once a week
3. ☐ Several times a month
4. ☐ About once a month
5. ☐ About once every two or three months
6. ☐ Several times this school year
7. ☐ Once or twice this school year
8. ☐ Not even once this school year

51. **During your senior year, how frequently has your FATHER encouraged you to continue your education beyond high school, that is, to go on to technical school, college, etc?**

1. ☐ At least several times a week
2. ☐ About once a week
3. ☐ Several times a month
4. ☐ About once a month
5. ☐ About once every two or three months
6. ☐ Several times a year
7. ☐ Once or twice a year
8. ☐ Less than once a year

52. **With respect to your own personal role in seeking to bring about changes in your high school and/or in other institutions of our society, which ONE of the following statements best describes your own position?**

1. ☐ I consider myself an activist
2. ☐ I am in sympathy with most of the activists' objectives, but not with all of their tactics
3. ☐ I am not emotionally involved, one way or the other
4. ☐ I am not sure that I approve of what the activists are trying to do, but I have no strong objection to letting them try
5. ☐ I am in total disagreement with the activists

CARD FIVE (Part A: 16 — 64)

Here is a list of sports. Please read the questions very carefully and then answer each question.

Type of Sport		*As A Senior:* Did You Go Out For the Sport?		*IF YOU DID GO OUT FOR THE SPORT:*				
				As A Senior: Did You Play That Sport on?			Did You Complete the Season?	
		No	Yes	Varsity	Junior Varsity	Intra-mural	Yes	No
16–18.	Football							
19–21.	Basketball							
22–25.	Baseball							
26–28.	Soccer							
29–31.	Softball							
32–34.	Volleyball							
35–37.	Track							
38–40.	Cross-country							
41–43.	Wrestling							
44–46.	Swimming							
47–49.	Gymnastics							
50–52.	Golf							
53–55.	Tennis							
56–58.	Hockey							
59–61.	Bowling							
62–64.	Weightlifting							

CARD FOUR (Part B: 53 — 78)

53. **During the last few years or so, has your FATHER wanted you to continue your education beyond high school, that is, to go to a trade or business school, to college, etc.?**

1. ☐ Yes, he has stressed it a lot
2. ☐ Yes, he has stressed it somewhat
3. ☐ Yes, but he has seldom mentioned it
4. ☐ He hasn't said one way or the other
5. ☐ No, he would rather that I did not go beyond high school

54. **What kind of reputation do you have among your teachers as far as your behavior goes?**

1. ☐ Very good
2. ☐ Good
3. ☐ Fair
4. ☐ Poor
5. ☐ Very poor

How would you describe the TOP SCHOLARS in your school, that is, those students among the sophomores, juniors and seniors who get the highest grades? In the spaces provided next to each characteristic, indicate with an "X" the approximate proportion of the TOP SCHOLARS in your school you believe are described by each of the following characteristics.

Characteristics	*Proportion of TOP SCHOLARS described by each characteristic*				
	More Than Half		About Half	Less Than Half	
	Almost All	Many		Some	Almost None
55. Get special privileges from teachers					
56. Are INTERSCHOLASTIC (varsity or junior varsity) ATHLETES					
57. Get along well with the teachers					
58. Cause trouble for school officials					
59. Intend to go to college					
60. Try hard to make good grades					
61. Members of the LEADING or "IN" crowd					
62. Make trouble for the teachers					
63. Get special privileges from principal					
64. Come from families where the father has an important or prestigeful job					
65. Get in trouble with the police					

Which students, among all the seniors in your school, are TOP SCHOLARS? Please name three such students.

First Name	Last Name	
_____	_____	____ **66–69.**
_____	_____	____ **70–73.**
_____	_____	____ **74–77.**

78. **Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.**

1. ☐ My real mother, who is living at home
2. ☐ My real mother, who is not living at home
3. ☐ My stepmother
4. ☐ My foster mother
5. ☐ My grandmother
6. ☐ Another relative (aunt, etc.)
7. ☐ Another adult
8. ☐ No one

123

CARD FIVE (Part B: 65 — 79)

65. During the last few years or so, has your MOTHER wanted you to continue your education beyond high school, that is, to go to a trade or business school, to college, etc.?

1. ☐ Yes, she has stressed it a lot
2. ☐ Yes, she has stressed it somewhat
3. ☐ Yes, but she has seldom mentioned it
4. ☐ She hasn't said one way or the other
5. ☐ No, she would rather that I did not go beyond high school

66. In general, how do you rate your own athletic ability?

1. ☐ Not very good in *any* sport
2. ☐ Good, but not very outstanding in *one* sport
3. ☐ Good, but not very outstanding in *more than one* sport
4. ☐ Outstanding in *one* sport
5. ☐ Outstanding in *more than one* sport

67. How good a student do you want to be in school?

1. ☐ One of the best students in the senior class
2. ☐ Above the middle of the senior class
3. ☐ In the middle of the senior class
4. ☐ Just good enough to get by
5. ☐ I don't care

68. Generally, over the past 5 to 8 years, have your parents stressed or emphasized that you should try to come out on top in games, sports, and the like?

1. ☐ No, they would rather I not try to come out on top in games, sports, etc.
2. ☐ They haven't said one way or another
3. ☐ Yes, but they have seldom mentioned it
4. ☐ Yes, they have stressed it somewhat
5. ☐ Yes, they have stressed it a lot

69–77. Which of the following have you been involved in, personally, during the past two years? FOR EACH ACTIVITY, place a check in the appropriate box.

Col.	*INVOLVED PERSONALLY?* Yes	No	*ACTIVITY*
69.			Marches in support of a cause
70.			Organization meetings to plan strategy for a cause
71.			Civil rights protests
72.			Membership in organizations like *S*tudents for a *D*emocratic *S*ociety, *Y*oung *A*mericans for *F*reedom, *U*nited *S*tudent *M*ovement, etc.
73.			Strikes in support of a cause
74.			Sit ins in support of a cause
75.			Been arrested while demonstrating in support of a cause
76.			Political campaigns in the community for a person and/or for a cause, e.g., support or opposition to the Viet Nam war
77.			None of the above

78. In high school, there are many reasons why one person chooses another person OF HIS OR HER OWN SEX as a friend. Behavioral scientists believe that one such reason may be that the persons have similar post-high school educational plans or expectations, e.g., a person who expects to go to a four-year college may be more likely to choose as a friend another person who expects to go to a four-year college; similarly, a person who expects to complete his education with the high school diploma may be more likely to choose as a friend another person who has a similar expectation. To what extent have you tended to choose as friends others who have similar educational expectations to yours?

1. ☐ To almost no extent
2. ☐ To some extent
3. ☐ To a considerable extent
4. ☐ To a very great extent

79. How important is it for YOU to be an athlete in school?

1. ☐ It is *not important* to me personally that I be an athlete in school
2. ☐ It is *somewhat important* to me personally that I be an athlete in school
3. ☐ It is *very important* to me personally that I be an athlete in school

CARD SIX

In terms of the following characteristics, how would you describe each of your three BEST FRIENDS? In the spaces provided, indicate with an "X" whether the characteristic IS Descriptive or is NOT descriptive of Friend Number One, Friend Number Two, and Friend Number Three.

Characteristic	Friend Number One		Friend Number Two		Friend Number Three	
	IS Descriptive	NOT Descriptive	IS Descriptive	NOT Descriptive	IS Descriptive	NOT Descriptive
16. Active in many school activities *other than* sports						
17. Makes trouble for teachers						
18. Tries hard to make good grades						
19. Studies a lot						
20. Is a senior in this school						
21. Member of the LEADING or "IN" crowd						
22. Gets special privileges from the principal						
23. Is a student in another high school						
24. Intends to go to college						
25. Gets special privileges from the teachers						
26. Considered in the TOP SCHOLAR group						
27. Has dropped out of high school						
28. Causes trouble for school officials						
29. Is an INTERSCHOLASTIC (varsity or junior varsity) ATHLETE						
30. Comes from a family where the father has an important or prestigeful job						
31. Really interested in school						
32. Gets in trouble with the police						
33. Dislikes school						
34. Gets along well with teachers						

35. How much formal education does or did your MOTHER have?

1. ☐ Less than sixth grade
2. ☐ Seventh, eighth, or ninth grade
3. ☐ Tenth or eleventh grade
4. ☐ High school graduate
5. ☐ Some college, trade, technical, or two year business school
6. ☐ College graduate
7. ☐ Graduate or professional school
8. ☐ Do not know

36. During this school year, did you ever stay away from school just because you didn't want to go?

1. ☐ No
2. ☐ Yes, for 1 or 2 days
3. ☐ Yes, for 3 to 6 days
4. ☐ Yes, for 7 to 15 days
5. ☐ Yes, for 16 or more days

37–38. Among the SENIORS IN YOUR SCHOOL, who do you usually consider to be your closest or best friends?

First Name	Last Name		First Name	Last Name	
_____	_____	**37–40.**	_____	_____	**45–48.**
_____	_____	**41–44.**			

THE END. THANK YOU

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